



Assessment of Family Development Session of the Pantawid Pamilyang Pilipino Program (4Ps): Assessment of FDS Modules (Final Report)



Department of Human and
Family Development Studies





ASSESSMENT OF FAMILY DEVELOPMENT SESSIONS OF THE PANTAWID PAMILYANG PILIPINO PROGRAM: ASSESSMENT OF FDS MODULES (Final Report)

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I. INTRODUCTION

A. Description of the Family Development Sessions

The Department of Social Welfare and Development (DSWD) is mandated to care, protect, rehabilitate and empower the socially, economically and physically disadvantaged individuals, families and communities for an improved quality of life.

Thus, in February 2008, the government launched a conditional cash transfer (CCT) program called Pantawid Pamilyang Pilipino Program with a long-term goal of breaking the intergenerational poverty cycle through investment in human capital particularly families with children 0-18 years old. As of 30 March 2016, the program has expanded to 41,519 barangays in all 144 cities and 1,483 municipalities in 80 provinces nationwide with 4,457,418 active households.

One of the key activities in the implementation of the Pantawid Pamilyang Pilipino Program is the Family Development Session (FDS). It is considered as a continuing education program conducted nationwide. Neighborhood-based family psycho-educational activities are conducted regularly among beneficiaries of the Pantawid Pamilyang Pilipino Program. It was crafted to respond to the social needs of the family.

The FDS is regarded as an important intervention to fulfill the family development thrust of the program. It serves as an arm to strengthen the agency program's capacity to fulfill its role of investing into human capital of families and children. The FDS also strengthens the capacities of the family members particularly the parents to become more responsive to the needs of the family and their children, to become more socially aware, and be involved and participative in community development activities.

After more than four years of conducting FDS, there is a felt need to assess the extent to which the FDS has contributed to its overall program objectives and to DSWD's mandate on protecting the vulnerable and empowering the poor. The research project covered the relevance, effectiveness, efficiency, and sustainability of FDS, in terms of the learning content and the process of delivery; and the effects of FDS on family life of the CCT partner beneficiaries.

The primary objective of the study is to assess the relevance, effectiveness and responsiveness of the entire FDS as CCT program conditionality. Specifically, the study assessed the: 1) effectiveness of the FDS Modules in bringing about not only the desired level of awareness but also their practicability, coherence, understandability and ease of delivery according to the contents and design; 2) processes of FDS based on the FDS framework, goals, and objectives; and 3) effect of FDS on family life, husband-wife and parent-child relations, home and financial management, and other parenting issues among others.



The output from the service provider is a compendium of reports that include: 1) assessment report of FDS modules with recommended framework for ladderized FDS curriculum; 2) process evaluation report of FDS delivery with recommended competency framework and continuing capability building program for FDS facilitators; 3) research report of change in beneficiaries' knowledge and skill as a result of FDS; and 4) research report of the effects of FDS on family, community participation, and child protection.

B. Description of the Project Component

The Family Development Session is one of the conditionalities of the Pantawid Pamilyang Pilipino Program. To achieve the program's aim to promote, empower, and nurture families towards strengthened capacity to meet familial and parental responsibilities, the participating families are required to attend FDS sessions. These sessions are conducted modules to realize the desired competencies and socio-behavioral outcomes. The evaluation of the FDS modules is thus an important component of the assessment.

The FDS module assessment involved desk review of the different modules. It utilized a specified set of criteria and field observations to validate the desk observation. Key informant interviews with the facilitators and focus group discussions with the program beneficiaries were conducted as part of the triangulation method. The same strategies were also done with the head and the staff of the Family Development Division (FDD) of the DSWD.

The process evaluation of the FDS focused on the review of the FDS framework, goals, and objectives; and examination of actual implementation conformed to the FDS framework, goals, and objectives. Furthermore, it looked into key players' inputs, processes, and outputs and their innovative practices. To achieve these, Pantawid beneficiaries' perceptions, opinions, beliefs, and experiences were converged in a focus group discussion. Family Development Unit key persons, Regional FDS focal persons, Social Welfare Officers, City/Municipal Links, LGU links, City/Municipal Social Welfare and Development Officers, resource persons; and parent leaders were also interviewed. Furthermore, actual family development sessions were observed.

Collaborative efforts between DSWD and the College of Human Ecology were necessary in implementing Component 1. The National Program Management Office has provided initial assistance in terms of coordination with the regional stakeholders. The Regional FDS focal persons as well as the City/Municipal links and LGU links have also provided assistance in scheduling and conducting the field observations in the identified regions and provinces. The regions covered include Region 1 (Ilocos Norte), Region IV-A (Cavite), Region VI (Iloilo), NIR (Negros Oriental), Caraga (Surigao del Norte), and Region XI (Sarangani).





II. OBJECTIVES OF THE RESEARCH

The general objective of Component 1 is to determine the effectiveness of the modules in bringing about the desired level of awareness and intended behavioral outcomes. Specifically, Component 1 aimed to:

1. Assess the content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery of the FDS modules;
2. Assess the relevance of the FDS module objectives and topics with the FDS program goals and objectives;
3. Design options to customize the FDS modules in response to the needs of the beneficiary groups; and
4. Recommend a framework for a ladderized FDS curricular program to address the beneficiaries' needs in terms of their cognitive, skills, and values.

III. METHODOLOGY

To accomplish the abovementioned objectives, the following research activities were conducted:

1. **Review of FDS Framework.** This involved review of the FDS policy documents compiled at the project office. To complement the desk review, a Key Informant Interview (KII) with the Family Development Division (FDD) head was conducted. A Focus Group Discussion (FGD) with the FDD staff was also conducted. Both KII and FGD were held on June 30, 2016. Prior to the KII and FGD, guide questions were prepared and submitted to DSWD for comments/approval (Appendices A and B).
2. **Review of all FDS modules.** This activity started on June 29, 2016 and was completed on November 16, 2016. Before the desk review, the evaluation criteria were formulated and the instrument was prepared. Table 1 shows the criteria and indicators developed to assess the modules in response to Objective 1 of the project:





Table 1. Criteria and indicators in assessing the FDS modules.

Criteria	Indicator
1. Content (30%)	<ul style="list-style-type: none">a. Are the topics of the module clearly presented?b. Does each section of the material clearly define the learning objectives?c. Are learning objectives stated as measurable and observable?d. Does the material clearly state what participants will know and be able to do as a result of participating in the Family Development Sessions (FDS)?e. Does the material's content adequately meet the stated learning objectives?f. Are the information presented in the module accurate?g. Does the material provide examples or case stories?h. Is the coverage of the module deliverable within the allotted time?i. Does the material adequately cite the sources of its information?
2. Structure (10%)	<ul style="list-style-type: none">a. Does the module contain a guide on how the content should be taught?b. Does the module provide background for the facilitator?c. Does the module give references where facilitators can obtain additional information on the topic?d. Does the module specify the skills and expertise needed to present the FDS?e. Are the facilitator notes present throughout the material?f. Are the facilitator notes adequate? Do they provide sufficient information to present the FDS effectively?g. Does the module advise the facilitator on how to adapt the FDS to the local setting and participant group?h. Does the module identify clearly any additional resources needed to conduct the FDS?





3. Visual design (10%)	<ul style="list-style-type: none">a. Does the module contain appropriate images to enhance the lessons?b. Are the images in the modules visually appealing?c. Is the design of the caricatures consistent throughout the module?d. Are bullet points used to help facilitators see important information?e. Are white spaces present in between chunks of ideas and other logical groupings?f. Is the font style easy to read?g. Is the font size easy to read?h. Is the layout of the manual attractive to the reader?i. Were chapter and/or module dividers used to offset the page (example: font color, size, style)?j. Does the information accurately match the image in the manual?
4. Relevance and Practicability (15%)	<ul style="list-style-type: none">a. Does the module encourage the use of local resources?b. Does the module discuss topics applicable to everyday life?c. Does the module use local examples?d. Is the topic appropriate for the intended participants?e. Does the material address the social challenges the participants face?f. Does the material address the economic challenges the participants face?g. Is the material appropriate to the local context?h. Are the examples used by the facilitator relevant to the beneficiaries' needs/experiences?i. Are the case stories relevant to the participants?
5. Coherence (10%)	<ul style="list-style-type: none">a. Are session topics and contents interconnected or closely linked with one another?b. Are session topics and contents organized in a logical order?c. Are learning objectives, content, and evaluation questions aligned?





6. Understandability (10%)	a. Does the material use simple or lay terms? b. Does the material use straightforward sentences? c. Is any new language or terminology defined appropriately? d. Is the content of the material appropriate for the level of education of the intended participants? e. Does the module observe correct grammar and mechanics?
7. Ease of Use/ Delivery (15%)	a. Does the module contain a guide on how the content should be taught? b. Does the module provide background for the facilitator? c. Does the module give references where facilitators can obtain additional information on the topic? d. Does the module specify the skills and expertise needed to present the FDS? e. Are the facilitator notes present throughout the material?

The team developed and used the following rating scale in the assessment:

Score	Adjectival rating
<60	Poor
60-70	Fair
71-80	Satisfactory
81-90	Very satisfactory
91-100	Excellent

The assessment team is a multidisciplinary team with the following expertise: Community Development, Development Communication/Extension Education, and Human Ecology/Education.

- 3. Assessment of the relevance of FDS module objectives.** To accomplish Objective 2 of the project, a matrix analysis was done whereby the module objectives were analyzed whether they contribute to the achievement of the FDS Goals and Objectives. Workshops were conducted to come up with the assessment based on the group's consensus.
- 4. Observation of the conduct of FDS in selected areas.** To enable the researchers to see first-hand how the modules were used by the implementers, selected areas in the identified provinces were visited (Table 2). In each province, one rural and one urban project sites were visited. Assistance from the Municipal Social Welfare and Development Office was sought in identifying specific areas to visit.





Table 2. FDS areas visited and respondents.

Region	Areas Visited	Date of Visit	FGD Participants/
Key Informants			
NCR	DSWD Central Office- Manila	July 11, 2016	4 FDD Staff
Ilocos Norte	Laoag City	July 13-16, 2016	8 FGD Participants 1 KI (ML)
Cavite	Ternate	July 15, 2016	8 FGD Participants 1 KI (ML)
Negros Oriental	Zamboanguita	July 18-21, 2016	8 FGD Participants 2 KI (Former and present ML)
Iloilo	Iloilo City	July 18-21, 2016	10 FGD Participants 2 KI (ML)
NCR Fourth District	Pasig	August 23, 2016	12 FGD Participants 1 KI (CL)
NCR Second District	San Juan	August 25, 2016	7 FGD Participants 2 KI (from partner organization) 1 KI (CL)
Surigao del Norte	Surigao City	September 4-7, 2016	6 FGD Participants 1 KI (ML)
Sarangani	Kiamba	September 12-16, 2016	8 FGD Participants 1 KI (ML)

In all areas visited focus group discussions (FGDs) with the program participants were conducted with the number of FGD participants ranging from 6 to 12. FGDs were conducted in the venue of the FDS training. The FGDs were conducted by the research team using the Guide Questions in Appendix C. Likewise, in all areas visited key informant interview with the city/municipal link or representatives from the partner organizations which conducted the FDS were done using the guide questions in Appendix D. Responses were coded and analyzed thematically based on the guide questions.





IV. RESULTS AND DISCUSSION

A. Assessment of the FDS Modules

A.1 Desk Review

The desk reviews of the FDS modules were conducted through team workshops and assessment was done using the criteria and indicators in Table 1. Rating was done through team consensus using the scale that the team developed. The results are summarized in Table 3.

Table 3. Modules with their respective scores and adjectival rating.

MODULE TITLE	SCORE (%) / ADJECTIVAL RATING
GabaysaPagpapaunlad ng Pamilyang Pilipino	81.84/Very Satisfactory
Module 1. Paglalatag ng Pundasyon ng ProgramangPantawidPamilya	83.80/Very Satisfactory
Module 2. Paghahanda at Pangangalaga ng Pamilyang Pilipino	75.30/Satisfactory
Module 3. Partisipasyon ng Pamilyang Pilipino saGawaingPangkomunidad	86.42/Very Satisfactory
Parenting the Adolescent Manual: A Training Guide (PAM)	87.82/Very Satisfactory
Module 1. Myself as a Person	86.75/Very Satisfactory
Module 2. Myself as a Parent	87.52/Very Satisfactory
Module 3. Me and My Adolescent	87.52/Very Satisfactory
Module 4. Befriending My Adolescent	88.43/Very Satisfactory
Module 5. When Adolescents are in Danger	87.52/Very Satisfactory
Module 6. Joining Hands to Protect the Adolescents	89.18/Very Satisfactory
Manual on Effective Parenting	80.04/Satisfactory
Module 1. Myself as a Person and as a Parent	82.23/Very Satisfactory
Module 2. The Filipino Family	80.23/Satisfactory
Module 3. Challenges of Parenting	78.90/Satisfactory
Module 4. Child Development	79.81/Satisfactory
Module 5. Keeping Your Child Safe from Abuse	77.23/Satisfactory
Module 6. Building Children's Positive Behavior	83.90/Very Satisfactory
Module 7. Health and Nutrition	82.23/Very satisfactory
Module 8. Home Management	82.23/Very Satisfactory
Module 9. Keeping a Healthy Environment for Your Children	73.57/Satisfactory






Appreciating Early Childhood Care Enrichment or Early Childhood Care and Development	94.09/Excellent
Module 1. Understanding Child's Potentials	94.09/Excellent
Module 2. Understanding Child's Moral Development	94.09/Excellent
Module 3. Parental Involvement in Early Learning Services	94.09/Excellent
Family and Community Based Disaster Preparedness Manual	65.92/Fair
Module 1. Training Preliminaries and Introduction	N.A.
Module 2. Policy Framework (RA 10121)	64.56/Fair
Module 3. Overview of Hazards and Understanding Disaster Management	66.95/Fair
Module 4. Family Disaster Preparedness and Disaster Preparedness Framework	66.80/Fair
Module 5. Participatory Community Disaster	68.95/Fair
Risk Assessment	65.61/Fair
Module 6. Early Warning Systems and Communication Protocol	66.80/Fair
Module 7. Evacuation	61.80/Fair
Module 8. Contingency Planning	74.38/Satisfactory
Active Citizenship Module	87.42/Very Satisfactory
Modyul Ukol sa Kapansanan (Module on Disabilities)	82.61/Very Satisfactory
Module on Proper Sanitation (WASH):Modular Session Guides for City/Municipal Links and Parent Leaders	72.42/Satisfactory
Child Sexual Abuse Prevention for Parents	71.00/ Satisfactory
Child Sexual Abuse Prevention for Children and Youth	
Strengthening Filipino Resources in the Home, School, and Community: A Trainer's Manual on Positive Approaches to Child Discipline	86.33/Very Satisfactory
Module 1. Legal Bases for Positive Approach to Child Discipline Promotion and Education Orientation	87.27/ Very Satisfactory
Module 2. Positive Approach to Child Discipline Framework	88.18/Very Satisfactory
Module 3. Positive Approach to Child Discipline and the Home	91.52/ Excellent
Module 4. Positive Approach to Child Discipline and the School	83.18/Very Satisfactory
Module 5. Positive Approach to Child Discipline and the Community	81.52/Very Satisfactory

As can be gleaned from Table 3, Family and Community Based Disaster Preparedness Manual got a Fair rating while the others got Satisfactory, Very satisfactory, and Excellent ratings.





The Manual got low ratings on ease of use and delivery because of the absence of facilitator's notes and suggestions on how to adapt the FDS module to the local setting and participant group. It is text heavy and lacks visuals therefore it is not attractive to readers. In terms of understandability, the topics are too technical for the participants to absorb.

The following discussions provide the details of the assessment of the 11 modules based on the criteria and indicators.

1. Guide to Filipino Family Development

The FDS Manual or the “Gabay” is a guide for City/Municipal Links, LGU Links, civil society organizations, and local facilitators conducting the monthly FDS. It can be used to encourage partner beneficiaries to practice lessons learned.

The manual is divided into three modules:

Module 1: Laying the Foundation of the Pantawid Pamilyang Pilipino Program.

The first module discusses the overall perspective of Pantawid Pamilya as a nationwide program that seeks to uplift the lives of the poorest of the poor households in the country.

Module 2: Preparing and Nurturing the Filipino Family

The second module is about strengthening and enabling families to become active participants in facilitating change.

Module 3: Participation of the Filipino Family in Community Development

The last module contains topics on how partner beneficiaries can actively participate in community development.

Upon assessment of the module using the evaluation criteria prepared beforehand, it was found that the manual has a Very satisfactory rating of 81.84%. Below is the breakdown of the score.





Table 4. Evaluation of Guide to Filipino Family Development Module vis-a-vis the Criteria & Indicators.

Guide to Filipino Family Development	RATING							Total Rating (100%)
	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understand-ability (10%)	Ease of Use & Delivery (15%)	
Module 1	77.78	72.73	70.00	88.89	100.00	100.00	85.71	
Module 2	63.89	84.09	72.50	77.78	91.67	100.00	64.29	
Module 3	88.89	81.82	80.00	100.00	100.00	100.00	57.14	
Rating (%)	76.85	79.55	74.17	88.89	97.22	100.00	69.05	
Weighted Rating (%)	23.06	7.95	7.42	13.33	9.72	10.00	10.36	81.84

1.1 Content

The Guide to Filipino Family Development's content is satisfactory with a 76.85% rating. The topics of the modules are clearly presented except for Module 2.3, where Topic 2 should be *Mga Batas Para Maprotektahan ang mga Bata, Laban sa Karahasan, Pang-aabuso at Pagsasamantala*, instead of *Tamang Pagsubaybay sa mga Bata Laban sa Karahasan, Pang-aabuso at Pagsasamantala*.

Also, in Module 2.4, a curriculum map/guide of the topics to be discussed in the sessions is provided under every topic (found on page 207). Each section clearly defines the learning objectives; except for Module 2.3 Paksa 1 (found on page 190 of the Filipino version). The layout of the objectives is inconsistent. It is suggested, however, that the objectives to be retained are the ones found in the English version of Gabay. Table 5 shows the comparison of Module 2.3 objectives of the Filipino and English versions of Gabay.





Table 5. Comparison of Module 2.3 objectives of the Filipino and English versions of Gabay.

GABAY SA PAGPAPAUNLAD NG PAMILYANG PILIPINO, page 190	GABAY SA PAGPAPAUNLAD NG PAMILYANG PILIPINO, page 191	GUIDE TO FILIPINO FAMILY DEVELOPMENT, page 188
Matukoy ang iba't-ibang uri ng karahasan, pang-aabuso at pagsasamantala na nangyayari sa loob ng pamilya, paaralan at komunidad	1. Maging pamilyar sa iba't-ibang uri ng karahasan, pang-aabuso at pagsasalamantala	1. Discuss the concepts of violence, abuse and exploitation;
Maipaliwanag ang mga palatandaang maaaring magresulta sa karahasan, pang-aabuso at pagsasamantala sa mga bata	2. Malaman ang batas na nagbibigay-proteksyon sa mga biktima ng karahasan, pang-aabuso at pagsasamantala sa mga bata; at	2. Identify the different forms of violence, abuse, and exploitation that happen in the family, school, and community;
Not applicable	3. Malaman kung saan maaaring isangguni ang mga kaso ng pang-aabuso sa bata.	3. Discuss the laws protecting child victims of violence, abuse, and exploitation;
Not applicable	Not applicable	4. Determine how to report on and whom to speak with about child abuse cases; and
Not applicable	Not applicable	5. Explain the signs that can result in violence, abuse, and exploitation of children.

In the English version of Gabay, some of the learning objectives were not measurable, like the use of the words “understand”, “know” and “learn” in Modules 1, 2 and 3. Thus, some objectives were changed to ensure that all the objective verbs follow Bloom’s Taxonomy of Educational Objectives in the Cognitive Domain. Some objectives were also rephrased to ensure that they are concise.

Bloom’s Taxonomy of Educational Objectives is one of the most widely used way of organizing levels of expertise (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al., 1956, as cited in UNC Charlotte, 2017). To express the level of expertise required to achieve each measurable student outcome, a multi-tiered scale is used. Organizing measurable student outcomes based on Bloom’s Taxonomy allows one to select appropriate assessment techniques for a course (UNC Charlotte, 2017).





Bloom's Taxonomy consists of six major categories: (1) Knowledge; (2) Comprehension; (3) Application; (4) Analysis; (5) Synthesis; and (6) Evaluation. In the revised version of Bloom's taxonomy was published in 2001, the categories were phrased in verb form: (1) Remember; (2) Understand; (3) Apply; (4) Analyze; (5) Evaluate; and (6) Create (Armstrong, 2017).

The revised Bloom's Taxonomy (Attachment E) was used to determine if the objectives or expected learning outcomes in each module and session are measurable. Objectives that were not measurable were revised accordingly. Moreover, each learning objective was listed based on the order of the categories in the revised Bloom's Taxonomy.


In the Filipino version of Gabay, Sub-module 2.2, there were no objectives stated in the module. In the English version of Gabay, Sub-Module 2.2, Topic 1 should be re-titled from Starting and Building a Family to Importance of Family Planning and Responsible Parenthood, since in the Filipino version, it is stated as *Pagpapalano ng Pamilya at Responsableng Pagmamagulang*.

In Topic 1 Session 1 (English), Objective verb 1 was changed to "express", then for Objective 2 the higher level objective (assess) was used. In the Filipino version of Gabay, "magkaroon" was changed to "makabuo". On page 96 of Module 2, the objectives should be bulleted or in numbered form for clarity.

Table 6. Suggested changes in Guide to Filipino Family Development objectives.

Guide to Filipino Family Development	Objective	Suggested Objective/ Changes
Module 1 Laying the Foundation of the Pantawid Pamilyang Pilipino Program	4. Enumerate the partner agencies in implementing the Pantawid Pamilyang Pilipino Program and their duties and available services.	3. Identify the partner agencies in implementing the Pantawid Pamilyang Pilipino Program and their duties and available services.
Module 1, Topic 1 Overview of the Pantawid Pamilyang Pilipino Program Session 1. The Face of Poverty in the Family and in the Community	1. Examine the current situation of families in the community;	1. Describe the current situation of families in the community;





Module 1, Topic 1, Session 2 Basic Information on Pantawid Pamilya	2. Relate the program as an aid to breaking the intergenerational cycle of poverty; 3. Identify their co-responsibilities in the program; and 4. Enumerate the key systems of and its purpose in the Pantawid Pamilyang Pilipino Program.	2. Discuss how the program helps break the intergenerational cycle of poverty; 3. Identify their responsibilities in the program; and 4. Discuss the key systems and their purpose in the Pantawid Pamilyang Pilipino Program.
Module 1, Topic 1, Session 3 Implementing Partners and Their Responsibilities	2. Understand the duties and services of each partner agency; and	3. Discuss the duties and services of each partner agency.
Module 1, Topic 2 Guiding Principles of the Pantawid Pamilyang Pilipino Program	1. Determine the different sectoral rights promoted by Pantawid Pamilya and their legal bases; and	1. Identify the different sectoral rights promoted by Pantawid Pamilya and their legal bases; and
Module 1, Topic 2, Session 1 Protecting the Rights of the Child	3. Understand the laws that protect the rights of the child.	3. Discuss the laws that protect the rights of the child.
Sub-module 2.1, Topic 1, Session 1	1. Distinguish the unique characteristics of men and women;	1. Identify the unique characteristics of men and women;
	2. Appreciate the importance of communication and interaction;	2. Explain the importance of communication and interaction;
	NOTE: In both Tagalog and English versions of Gabay, there are no objectives found in Module 2.1. Topic 1 and Sub-module 2.2.	



Sub-module 2.1, Topic 1, Session 2	1. Distinguish the important factors that can affect the relationship of spouses;	1. Identify the important factors that can affect the relationship of spouses;
	4. To discuss the salient provisions of the EO 209 known as The Family Code of the Philippines especially on the rights and duties of the husbands and the wives	4. Discuss the salient provisions of the EO 209 known as The Family Code of the Philippines especially on the rights and duties of the husbands and the wives
Sub-module 2.2, Session 1, Topic 1	1. Explain the importance of family planning and identify family methods;	1. Discuss the importance of family planning;
	2. Identify family planning methods; and	2. Discuss the different family planning methods; and
Sub-module 2.2, Topic 1, Session 1	1. Explain the importance of starting a family; and	1. Explain the importance of family planning; and
Sub-module 2.2, Topic 1, Session 2	1. Learn the importance of cooperation between husband and wife in family planning and in daily;	1. Explain the importance of cooperation between husband and wife in family planning and in daily life;
Sub-module 2.2, Topic 1, Session 3	1. Determine different methods of family planning; and	1. Explain different methods of family planning; and
	2. Appreciate the importance of fertility awareness and relate it with a family planning method.	2. Discuss the importance of fertility awareness and its relationship with family planning methods.
Sub-module 2.2, Topic 1, Session 4	1. Understand the importance of being a good parent; and	1. Discuss the importance of being a good parent; and
	2. Practice being responsible parents.	2. Practice responsible parenthood.





Sub-module 2.2, Topic 2	1. Discuss the do's and don'ts during pregnancy to protect the welfare of the mother and the unborn;	Retain
	2. Identify the safety precautions a pregnant woman should follow and things to avoid during her pregnancy to protect herself and the baby in her womb; and	Remove
	3. Identify the physical and emotional changes among women after childbirth.	2. Explain the physical and emotional changes among women after childbirth.
Sub-module 2.2, Topic 2, Session 1	1. Determine the necessary preparations to ensure the safety of the mother and her baby during the pregnancy;	1. Identify signs of pregnancy; and
	2. Identify appropriate activities during pregnancy; and	2. Determine the necessary preparations for a safe pregnancy.
	3. Avoid activities that can harm a pregnant woman and her baby.	Remove
Sub-module 2.2, Topic 2, Session 2	1. Differentiate between misconceptions and the truth about pregnancy;	1. Distinguish truths from misconceptions about pregnancy; and
	2. State the do's and don'ts in avoiding complications during pregnancy.	2. Discuss the dos and don'ts in avoiding complications during pregnancy.
Sub-module 2.2, Topic 3	1. Explain how to care for infants and newborns;	1. Discuss how to care for infants and newborns;
	2. Recognize the importance of breastfeeding in maternal and child health;	





2. Explain the importance of breastfeeding in maternal and child health;	3. Explain proper feeding of a child from age six months using the 4-star diet or food with 4 stars; and	3. Explain proper feeding of a child from age six months using the four-star diet;
	4. Learn proper feeding of a sick newborn or young child.	4. Practice proper feeding of a sick newborn or young child.
Sub-module 2.2, Topic 3, Session 1	1. Understand the importance of proper care of a newborn through exclusive breastfeeding and postnatal check-up to ensure the baby's overall health; and	1. Discuss the importance of proper newborn care;
	2. Explain the proper care of a baby or newborn.	2. Demonstrate the proper care of a baby or newborn.
Sub-module 2.2, Topic 3, Session 2	2. Facilitate practical application of breastfeeding in the first six months of the baby; and	2. Practice breastfeeding in the first six months of the baby; and
	3. Understand the importance of continuous breastfeeding up to two years or more.	3. Explain the importance of continuous breastfeeding up to two years or more.
Sub-module 2.2, Topic 3, Session 3	1. Explain the importance of complementary feeding aside from the breast milk for babies given during the first six months;	1. Discuss the importance of complementary feeding aside from the breast milk for babies after the first six months;
	3. Explain different qualities (amount, frequency, consistency, and types) of food for infants and young children from age 6 to 24 months.	3. Describe the different properties of food for infants and young children aged 6 to 24 months.
Sub-module 2.2, Topic 3, Session 4	1. Understand proper feeding of a sick infant or young child;	1. Describe proper feeding of a sick infant or young child;





	2. Understand the importance of regular weighing of a child to ensure his/her health; and	2. Explain the importance of regular weighing of a child to ensure his/her health; and
	3. Explain when to bring the child to the health center or hospital.	3. Determine when to bring the child to the health center or hospital.
Sub-module 2.2, Topic 4	2. Determine parenting styles and methods of child-rearing and how these affect child development;	2. Differentiate parenting styles and methods of child-rearing and how these affect child development;
	3. Explain the basic concepts of child development that can help parents address their children's needs in every stage of their development; and	3. Discuss the basic concepts of child development that can help parents address their children's needs in every stage of their development; and
	4. Determine various daily activities that can contribute to child development.	4. Practice various daily activities that can contribute to child development.
Sub-module 2.4, Topic 2	1. Explain the importance of proper home management;	2. Explain the importance and advantages of an orderly home
	2. Explain the advantages of an orderly home; and	
	3. Identify ways to avoid threats to family unity.	1. Identify ways to avoid threats to family unity; and
Sub-module 2.4, Topic 2, Session 1	2. Understand the rights of each family member; and	2. Explain the rights of each family member; and
	3. Learn how to avoid violence in the home.	3. Discuss how to avoid violence in the home.
Sub-module 2.4, Topic 2, Session 2	3. Identify ways to strengthen the family and how to avoid vices and their threats.	3. Discuss ways to strengthen the family and how to avoid vices and their threats.
Module 2.4, Topic 2, Session 3	None stated	





The Module clearly states what the participants will know and be able to do as a result of participating in the sessions. The content of the material also sufficiently meets the stated learning objective. The information presented in the module are accurate, except for some found in Module 1, Module 2.1, and Module 2.2. There were no sources cited in the said modules.

In Modules 2.1 and 2.3, there are no case stories used. However, a vague example was used in Module 2.1. Both Modules 2.2 and 2.4 have examples. Only Module 3 has a case story found in Topic 2, Session 2.

In Module 1, the content needs to be updated. The coverage of the module depends on the skill/style of facilitator, some FDS session objectives were not met and some sessions were covered within the time allotted. In Session 3 it was observed that two hours may not be enough to characterize different ethnic groups. In Session 2, laws should have more in-depth discussion. Sessions in Topic 3, however, are deliverable within the allotted time of two hours.

In the Filipino version of Gabay Modyul 2.2, there is insufficient time allotted for the following: Session 1: Isyu at Paniniwala sa Pagbubuntis, Topic 2 Session 1, Topic 2 Session 3, Topic 2 Session 4, and Topic 3 Session 2. Moreover, the order of sessions should be changed. Table 7 shows the suggested sequence of topics for Module 2.2 in the Filipino Version of the Gabay.

Table 7. Suggested sequence of topics for Module 2.2 in the Filipino Version of Gabay.

Session Number: Title of Session	Suggested Change	Edited Session
Sesyon 1: Isyu at Paniniwala sa Pagbubuntis	Change Sesyon 1 to Sesyon 3	Sesyon 1: Mga Palatandaan ng Buntis
Sesyon 2: Pangangalaga sa Ina at Sanggol	Retain	Sesyon 2: Pangangalaga sa Ina at Sanggol
Sesyon 3: Mga Palatandaan ng Buntis	Make Sesyon 3 to Sesyon 1	Sesyon 3: Isyu at Paniniwala sa Pagbubuntis

In Module 2.3, there is not enough time to discuss the Republic Acts. In Module 2.4, everything is deliverable except Sessions 2 and 3 - 30 minutes might not be enough, it might be better to allot at least an hour.

It was observed during the FDS in Iloilo that the venue for their session was not conducive for learning. It had many distractions (noisy, hot, etc.). It would be a challenge for the participants to accomplish the task/activities in 30 minutes.

In Module 1 Topic 2 Session 3, there are no proper in-text citations and references. In Module 2.4, there was a citation for the suggested reading materials. However, these were not cited properly (no author, year of publication, and publisher). In Module 3, only Topic 2 Session 1 has a citation.





1.2 Structure

The material encourages active participation and gives participants the opportunity to share their experiences on the topic. The only parts of the Module that present an alternative activity are Modules 1 (1 out of 9 sessions only), Module 2.4 (Topic 1 Session 2) and Module 3 (Topic 2 Session 1). All the objectives form the outline or agenda for the training.

In Module 1 of the Filipino version of Gabay, the activity is reinforced by the “Pagsasabuhay”. The module teaches participants the necessary life skills, except for Module 1, which serves as an introduction about the program. The content planned for each objective is necessary and sufficient to teach the skill, except for Module 1.

The design is interactive in such a way that allows learners to engage in activities/exercises for each learning objective. There is a learning test/check found in Module 1, page 17 which can serve as an evaluation. In Module 2.1, Session 1 Topic 2 of the Filipino version of Gabay, there is a portion wherein the participants will be asked (Tanungin ang mga kalahok...). However, in Module 2.2, the “Pagsasabuhay” emphasizes more on concepts only. In Module 2.3, there are no evaluation questions or test found.

In the Filipino version of Gabay, the number of topics (per session) to be discussed is within the learning capacity of the beneficiaries. In Module 1, the assumed learning capacity for the participants is Grade 2 level. Given this assumption, Session 1 is alright, while in Session 2, they may have difficulty understanding new concepts on gender, such as gender mainstreaming, gender and development.

The term equality and equity can be simplified, and gender laws should be discussed with pertinent information. For Module 2.3, the number of topics to be discussed is also within the learning capacity of the participants. In Module 2.3, Topic 1, there are simultaneous sessions for children and adults which can help meet the allotted hour for the session.





1.3 Visual Design

The Gabay uses images to enhance the lessons, but some are limited. As per KII in Zamboanguita (Negros Occidental), it was commented that existing visuals should be enhanced. In general, however, visuals in this module are viewed to be good. Table 8 shows the summary of images used in the module.

Table 8. Summary of images used in the module.

Guide to Filipino Family Development	Location of Images Used in the Module	Remarks
Module 1	Topic 2 Session 3 only	Limited use of images
Module 2.1	Not applicable	No images found
Module 2.2	Not applicable	No images found
Module 2.3	All parts of the module, but the image on page 199 is not accurate	Image should show Worst Forms of Child Labor but it depicts violence instead
Module 2.4	Topic 1 Session 4, Topic 2 Session 3 only	Very limited use of images
Module 3	Only Topic 2 Sessions 1 and 3 have visuals, but the image used on page 262 is too small	Image used in Session 1 is too small

The image used in Module 1 is not visually appealing. It is too small. Meanwhile, the image used in Module 2.3 is cartoon-styled, making the caricatures inside the module inconsistent with one another.

Bullet points are used to help facilitators see important information. White spaces are also present in between chunks of ideas and other logical groups.

The Module has a font style and size that are easy to read. Its layout is neat and attractive - the session titles are big, topics are highlighted, and boxes are used to contain information. Chapter and module dividers were used to offset the page as well.

1.4 Relevance and Practicability

The Module encourages the use of local resources, but it should also offer alternative activities, as well as resources that are locally available. As per KII conducted in Zamboanguita, it was noted that some materials were not written in Gabay, and the use or availability of indigenous materials is not encouraged.





The module is applicable to the typical family, they are taught whatever information they need. It also discusses topics applicable to everyday life. The use of local examples is seen throughout the Module, except for Modules 2.1, 2.2 and 2.3. The topics discussed are appropriate for the intended participants.

The Module itself addresses both social and economic challenges that the participants face. The material is also appropriate to the local context. The examples used by the facilitator are relevant to the beneficiaries' needs and experiences. However, there were no case stories found in Modules 1, 2.1, 2.2 and 2.4. The only module that used case stories is Module 3.

1.5 Coherence

Session topics and contents in the Module are interconnected and organized in a logical order, except for Module 1. It was observed that the order of topics is deductive: from program (Topic 1), principles (Topic 2), to the beneficiaries of the program (Topic 3).

The suggested order of topics should be: Topic 1 (Overview of the Pantawid Pamilyang Pilipino Program), Topic 3 (Recognition of Self as a Person, as a Family Member, and as a Partner Beneficiary of Pantawid Pamilya) and finally, Topic 2 (Guiding Principles of the Pantawid Pamilyang Pilipino Program). Furthermore, learning objectives and content are aligned throughout the Module, except for Module 1 Topic 1 Session 2.

In this session, the content and objectives are aligned but not all evaluation questions are also aligned with them. In Module 3, objectives and content are aligned but no evaluation questions were provided.

1.6 Understandability

The material used simple terms and straightforward sentences. Any new language or terminologies were defined appropriately. Examples for these are the concepts on gender in Module 1 and colostrum in Module 2.2.

The Module provides a glossary of English terms that were translated to Filipino. The same goes with the English version of Gabay.

The content of the material is appropriate for the level of education of the intended participants. It observed correct grammar and mechanics except for Module 2.1, where Topic 1 Session 1 of the Filipino version should be Pagpapahalaga sa Sarili instead of Pinapahalagahan sa Sarili.

As per KII in Surigao, some of the terms in the FDS manual (as the locals refer to the Gabay module) are worrisome because they are somewhat difficult to translate into the Visayan dialect. The other modules were seen to be satisfactory.





1.7 Ease of Use/Delivery

The Module contains a guide on how the content should be taught. It also provides a background for the facilitator. It gives references where facilitators can obtain additional topics, but these are seen to be very limited. In the Filipino version of Gabay, for Modyul 1, references are found in page 3 in the form of “Mga Babasahin” or references for reading. There are references in Modyul 2.4, but are not properly cited. In Modyul 3 Paksa 2 Sesyon 2 it is found on page 265, while in Paksa 3 Sesyon 1 there are references on pages 285 and 287.

On the other hand, the English version of Gabay Module 3 has references for Topic 2 Session 1 are on page 285. The references for Topic 3 Session 1 are located on page 283. Moreover, the references for Module 3 Topic 2 Session 2 can be found on page 264. The module specifies the skills and expertise needed to present the FDS found on pages vii, viii, ix and x of the Module.

Facilitator notes are not present all throughout the Module. Only Modules 1, 2.2 and 2.4 utilize facilitator notes. However, only Topic 1 Session 2 of Module 2.4 has notes for the facilitator. The Module does not advise the facilitator on how to adapt the FDS to the local setting and participant group.

2. Parenting the Adolescent Manual: A Training Guide

Parenting the Adolescent Manual focuses on the parents’ roles in their children’s growth. Adolescence is a period when children begin to form their perspectives. Parents need to give their children enough space to grow while guiding them at the same time. In this phase, parenting could be very challenging. Parents are given a very crucial role and responsibility of rearing, nurturing, and raising their children. This role definitely will greatly affect the total and wholesome development of their adolescents.

Thus, this manual aims to help parents better understand their children and the issues they face as adolescents. It also equips parents with the necessary knowledge and skills they might need guide their children correctly when coping with problems or issues at hand. With these, it hopes to help parents form a strong and nourishing bond with their adolescents. Upon assessment of the module using the evaluation criteria the manual has a very satisfactory rating of 87.82%. Table 9 shows the breakdown of the rating.





Table 9. Parenting the Adolescent Manual's score for each criterion and its rating.

Parenting the Adolescent Manual	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understand-ability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Module 1	77.79	90.91	60	88.89	100	100	100	
Module 2	88.89	81.82	60	77.79	100	100	100	
Module 3	88.89	81.82	60	77.79	100	100	100	
Module 4	88.89	90.91	60	77.79	100	100	100	
Module 5	88.89	81.82	60	77.79	100	100	100	
Module 6	88.89	81.82	60	88.89	100	100	100	
Rating (%)	87.04	84.85	60	81.49	100	100	100	
Weighted Rating (%)	26.11	8.49	6	12.22	10	10	15	87.82
Module 5	88.89	81.82	60	77.79	100	100	100	
Module 6	88.89	81.82	60	88.89	100	100	100	
Rating (%)	87.04	84.85	60	81.49	100	100	100	
Weighted Rating (%)	26.11	8.49	6	12.22	10	10	15	87.82

Interpretations of the scores per criterion are as follows.

2.1 Content

The Parenting the Adolescent Manual's content is Very satisfactory with an average score of 87.04%. The topics and learning objectives for each module are clearly presented. Its objectives are measurable and observable, except for some terms and verbs that were changed to more appropriate words. The absence of general objectives for the modules under this manual was also noted. Table 10 contains the suggested changes in the manual's objectives.






Table 10. Suggested changes in Parenting the Adolescent Manual objectives.

Parenting the Adolescent Manual	Objectives	Suggested Changes
Module 2. Myself as a Parent	3. Check if their actions, language, and behavior make them credible parents, and agree on house roles with their adolescents;	3. Check if their actions, language, and behavior make them credible parents;
		4. Agree on house roles with their adolescents;
Module 3. Me and my Adolescent	1. Acknowledge that change is a normal part of life;	1. Recognize that change is a normal part of life;
	2. Explain the physical changes that their adolescent children are undergoing;	2. Describe the physical changes that their adolescent children are undergoing;
	5. Explain that their disabled children have rights and privileges;	
	5. Explain that their children with special needs have rights and privileges;	
	6. Explain that adolescents with disabilities have unique concerns that should be acknowledged and supported;	6. Explain that adolescents with special needs have unique concerns that should be acknowledged and supported;
Module 3, Session 1. When Children Experience Changes	1. Declare that change is a natural occurrence in one's life;	1. Recognize that change is a natural occurrence in one's life;
	2. Acknowledge their feelings about the changes that happen in their lives; and	2. Describe their feelings about the changes that happen in their lives; and
Module 3, Session 2. Parental Reactions to their Adolescent	1. Identify ways they can initiate a healthy interaction with their adolescents; and	1. Identify ways to initiate healthy interactions with their adolescents; and
	2. Identify ways they can enhance their support and guidance to their adolescents.	2. Identify ways to enhance their support and guidance to their adolescents.






Module 3, Session 3. Differences in Sexual Orientation	2. Be more loving towards and accepting of homosexuals.	2. Accept adolescents with homosexual tendencies as persons worthy of love.
Module 3, Session 4. When the Adolescent Has Unique Concerns	1. Show understanding and empathy for adolescents with unique concerns; and	1. Empathize with adolescents with special needs and adolescents with absentee or solo parents; and
Module 4. Befriending my Adolescent	1. Become more alert and sensitive to the feelings of their children	1. Respond to the feelings of their children with sensitivity;
	3. Discuss and agree on house rules with their adolescents;	3. Agree on house rules with their adolescents;
	4. Turn on the computer and learn its capabilities;	4. Use the computer with ease;
	5. Support their adolescents' growth and development by preparing nutrient-rich foods;	5. Prepare nutrient-rich foods to support their adolescents' growth and development;
	9. Take action on Hagdan ng Bukas which they developed for their child.	9. Implement the Hagdan ng Bukas which they developed for their child.
Module 4, Session 1. Communicating with Adolescents	1. Become more observant and sensitive to the feelings of their children;	1. Respond to the feelings of their children with sensitivity;
	3. Give effective feedback to their adolescents; and	3. Provide effective feedback to their adolescents; and
	4. Turn on the computer and connect to the internet.	4. Use the computer with ease.
Module 4, Session 2. Practical Ways to Care for Your Family	1. Support their adolescents' growth and development by preparing nutrient-rich and enticing foods;	1. Prepare nutrient-rich foods to support their adolescents' growth and development;





Module 4, Session 3. Helping Adolescents reach their Goals	3. Take the initial steps towards reaching their goal; and	3. Perform the initial steps towards reaching their goal; and
	4. Take the first steps up the Hagdan ng Bukas which they developed for their son(s) and/or daughter(s).	4. Implement the Hagdan ng Bukas which they developed for their son(s) and/or daughter(s).
Module 5. When Adolescents are in Danger.	1. Understand that there are different forms of STI's;	1. Identify the different forms of STI's;
	2. Understand the serious consequences of contracting HIV which in time becomes AIDS;	2. Discuss the serious consequences of contracting HIV which in time becomes AIDS;
	11. Be more cautious about entrusting the children to the care of recruiters/strangers;	11. Practice caution in entrusting their children to the care of recruiters/strangers;
	12. Be alert to changes in the moods and behavior of anyone of the children;	12. Respond to changes in the mood and behavior of their children;
	13. Listen to and believe in the child who reports a sexual abuse experience; and	13. Believe in the child who reports a sexual abuse experience; and
Module 5, Session 1. When Adolescents Indulge in Casual Sex	1. State the ways STIs including HIV-AIDS are transmitted;	1. State how STIs including HIV-AIDS are transmitted;
Module 5, Session 2. Other Forms of Adolescent Adventures	2. Find ways to prevent their adolescents from being sexually active;	2. Explore ways to prevent their adolescents from being sexually active;
Module 5, Session 3. When Adolescents are Exploited	1. Be more cautious about entrusting the children to the care of recruiters/strangers;	1. Practice caution when entrusting the children to the care of recruiters/strangers;
	2. Be alert to changes in the moods and behavior of anyone of the children;	2. Respond to changes in the mood and behavior of their children;
	3. Listen to and believe in the child who reports a sexual abuse experience; and	3. Believe in the child who reports a sexual abuse experience; and





Module 6. Joining Hands to Protect the Adolescents	1. Be attentive to their intuition and body reactions to certain situations;	1. Pay attention to their intuition and body reactions to certain situations;
	7. Set up a network in support of the well-being of adolescents with neighbors and community organizations;	7. Create a network in support of the well-being of adolescents with neighbors and community organizations;
	9. Identify persons and organizations in the family and community that their adolescents can run to in case of personal emergency situations.	9. Determine persons in the family and community as well as organizations that their adolescents can run to in case of personal emergency situations.
Module 6, Session 1. How to Feel Safe	1. Be more attentive to their intuition and body reactions that may be a warning signal to danger;	1. Pay attention to their intuition and body reactions that may be a warning signal to danger;
Module 6, Session 2. Locking Elbows to Protect the Adolescents	2. Set up a network in support of the well-being of adolescents with neighbors and community organizations;	2. Create a network in support of the well-being of adolescents with neighbors and community organizations;
	4. Identify structures and resources in the community that offer services and support; and	4. Determine structures and resources in the community that offer services and support;

Nonetheless, the manual states what the FDS attendees will learn after participating in its sessions. Key learning points are provided at the end of each session activity. These learning points adequately meet the stated learning objectives. On the other hand, the accuracy of the information presented in Module 1: Myself as a Person is arguable, specifically, the correctness of referring adolescents as homosexuals when homosexual identity can only be clearly identified after the adolescence period. There are no other problems in the accuracy of information presented in the other modules. In fact, modules are able to provide relevant examples for the topic. Module 2: Myself as a Parent even provides in-text citations for contents based from laws. Sources, however, are not adequately and properly cited. Lastly, the module is deliverable within the allotted time.

2.2 Structure

The manual's structure is very satisfactory with an average score of 84.85%. The material encourages active participation since there are group activities. It also gives the participants an opportunity to share their experiences on the topic. However, there are no alternative activities for the facilitator's selection in Modules 2, 3, 5, and 6. On a side note, the objectives



formed the outline of the training. The activities reinforced these objectives. The material teaches participants the necessary life skills. The content planned was sufficient to teach the skill, which was based on the type of learning needed for each objective. The number of topics to be discussed is within the learning capacity of the beneficiaries. Hence, the Module has no test or check to evaluate the participants' learning on the topic. Some modules provide assignments asking for participants' general (not specific for each learning objective) reflections on the topic. Module 6: Joining Hands to Protect the Adolescents provides a recap for each session which summarizes the key learning points per session.

2.3 Visual Design

The manual scored Fair with an average rating of 60% in visual design. The modules' font style and size are easy to read. There are bullet points to help facilitators see important information and white spaces were provided in between chunks of ideas.

All in all, the layout of the manual is good. However, the material did not have visuals and images relevant to the topic. Images are not used to enhance the lessons, but are only there for aesthetic purposes. There are also no chapter or module dividers to offset pages.

The layout could still be improved by highlighting topic headings of the session, enlarging the font size of these headings by 1 point, separating the sessions with a blank page, and providing illustrations relevant to the topic.

2.4 Relevance and Practicability

The material proved to be relevant to the beneficiaries and practical. Hence, it got a very satisfactory rating of 81.49% for this criterion. The material discusses topics applicable to everyday life and encourages the use of local resources. Topics are appropriate for intended audience and addressed social challenges the participants face. The material provided relevant examples fitted to the local context. However, there are no case stories found in the modules except for Module 1.

2.5 Coherence

The Module had a perfect score and got an Excellent rating of 100% for its coherence. Topics and contents are interconnected and organized in a logical manner. Learning objectives and content are also aligned. Though there are process questions, no evaluation questions are provided.

2.6 Understandability

The manual also got an Excellent rating of 100% for its understandability. The material used simple lay terms and straightforward sentences which made it easy to understand. New





terminologies were defined properly. The content is appropriate for the level of education of the intended participants. The material is also able to observe correct grammar and mechanics.

2.7 Ease of Use/Delivery

Similar to coherence and understandability, the manual also had an Excellent rating of 100% for its ease of use and delivery. The modules contain a guide on how the content should be taught and who should teach it. There is a backgrounder for the facilitator to review and a list of references for additional information. Facilitator's notes are present in the Module.

3. Manual on Effective Parenting

The Manual on Effective Parenting (Enriched Parent Effectiveness Service) is an enriched version of the Effectiveness Service Handbook developed by the Bureau of Family and Community Welfare in 1991. The handbook was enriched based on recommendations and suggestions provided by participants composed of Regional Social Welfare Specialists, Municipal/City Social Welfare Development Officers and PES volunteers during the National Writeshop on the Enrichment of Parent Effectiveness Service in November 1998.

It is a product of inter-agency efforts between Department of Social Welfare and Development (DSWD), Department of Health (DOH), Department of Education, Culture and Sports (presently known as Department of Education or DepEd) and United Nations International Children's Emergency Fund (UNICEF).

It consists of nine modules namely, Module 1: Myself as a Parent; Module 2: The Filipino Family; Module 3: Challenges of Parenting; Module 4: Child Development; Module 5: Keeping Your Child Safe from Abuse; Module 6: Building Children's Positive Behavior; Module 7: Health and Nutrition; Module 8: Home Management; and Module 9: Keeping a Healthy Environment for Your Children. Upon assessment of the module using the evaluation criteria, the manual has a satisfactory rating of 80.03%. Table 11 shows the breakdown of the mark.





Table 11. Module's scores for each criterion and its rating.

Guide to Filipino Family Development	RATING							Total Rating (100%)
Module 1	77.78	72.73	70.00	88.89	100.00	100.00	85.71	
Module 2	63.89	84.09	72.50	77.78	91.67	100.00	64.29	
Module 3	88.89	81.82	80.00	100.00	100.00	100.00	57.14	
Rating (%)	76.85	79.55	74.17	88.89	97.22	100.00	69.05	
Weighted Rating (%)	23.06	7.95	7.42	13.33	9.72	10.00	10.36	81.84

Interpretations of the scores per criterion are as follows:

3.1 Content

The Manual on Effective Parenting's content is Fair with an average score of 67.90%. The topics of the Module are clearly presented. However, not each section clearly defines the learning objectives. Moreover, some objectives are not reflective of the activities found in the Module.

On the other hand, it clearly states what attendees will know and be able to do as a result of participating in the sessions. Information in the Module are accurate. The Module provides examples and case stories. The coverage of the module is deliverable within the allotted time, except for Module 7, Session 10: Nutrition in Pregnancy, Lactation, Infancy and Preschool Age.

Generally, the Manual on Effective Parenting does not give an example, but facilitators are expected to ask examples from the participants and use this for further discussion. Case stories would depend upon the facilitator's knowledge of the local situation. The content of the manual is very much similar to that of Gabay sa Pagpapaunlad ng Pamilyang Pilipino. The topics also overlap with the other supplementary modules, ex. ECCD, CSAP, FCBDP, just to name a few. In terms of citation, it was consistently not practiced throughout the module. It is recommended that proper citation be applied and references should be updated.

3.2 Structure

The Module scored Very satisfactory in structure with an average of 82.83%. It encourages active participation and gives participants the opportunity to share their experiences on the topic. The Module is designed in such a way that it allows learners to engage in activities/ exercises for every learning objective.

Each activity reinforces the learning objectives. However, the Module does not offer alternative activities for facilitator's selection. Instructional strategies are based on the type of learning that is needed for each objective.





There are no learning tests/checks designed for each learning objective to evaluate if participants have learned the skill. The objectives found in the Module form the outline for the training. The number of topics to be discussed is within the learning capacity of the beneficiaries. There are alternative learning sessions (games, action songs, puzzles, etc.) that need to be reinforced throughout the manual. It was observed that most of the “activities” are discussion or recitation-type. It was also observed that in all sessions there is a pattern on how the facilitator should go about it. This predictable structure enables both participants and facilitators to be more receptive of the lessons.

3.3 Visual Design

The Module scored Excellent with an average of 97.78% in visual design. It contains appropriate images to enhance the lessons. The images used are visually appealing and their design is consistent throughout the Module. Each image in the Module matches with the information it is paired with.

Bullet points were used to help facilitators see important information. White spaces were also present in between chunks of ideas. Module dividers were used to offset the page. Both the font style and size are easy to read.

In general, the layout of the manual is attractive. Additional images would make the modules more visually appealing. It gives the eyes some rest from the text-heaviness of the modules.

3.4 Relevance and Practicability

The Module scored Satisfactory with an average of 79.01% in relevance and practicability because it discusses topics applicable to everyday life. It also uses local examples and materials appropriate to the local context. Moreover, it encourages the use of local resources. The topics are appropriate for the intended participants. It addresses both the social and economic challenges the participants face.

3.5 Coherence

The Module scored Excellent with an average of 92.59% in coherence because the session topics and contents interconnected and organized in a logical order. The learning objectives, content and evaluation contents are not aligned because some objectives did not reflect the activities in the Module which comprise the content.

3.6 Understandability

The Module scored Excellent with an average of 97.78% in understandability because it uses simple terms and straightforward sentences. However, a few phrases need to be explained by the facilitator, for ex. “Evolution of life” in Module 9, Session 1, page 4. That being said, there are a few grammatical and spelling lapses seen throughout the Module. The content of the material is appropriate for the level of education of the intended participants.





3.7 Ease of Use/Delivery

The Module scored Satisfactory with an average of 71.43% in ease of use/delivery. It contains both a guide on how the content should be taught and a background for the facilitator. The Module also gives references where facilitators can obtain additional information on the topics. However, the references listed have missing information such as: name of the publisher, source of the article (as seen on page 54 of Module 3). The Module specifies the skills and expertise needed to present the session. It also provides facilitator notes that have sufficient information to help present the FDS effectively. The Module also advises the facilitator on how to adapt the session to the local setting and participant group.

4. Early Child Care and Development

The ECCD Module is a product of the partnership between the DSWD, UNICEF and the Australian Government to help uplift the lives of the Filipino children. Other contributors to the Module are the regional FDS and ECCD focal persons, city/municipal links, ECCD Technical Working Group and resource persons from the Department of Human and Family Development Studies, College of Human Ecology, University of the Philippines Los Baños, who assisted in developing the topics to be included in the ECCD modules of the Family Development Sessions.

This Module is intended mainly for the Filipino parent beneficiaries of the Pantawid Pamilyang Pilipino Program. It covers topics from child's development, positive discipline and parent's involvement in early childhood enrichment. These modules may also be used in other parent education initiatives, such as the Parent Effectiveness Seminar (PES).

The Module was also assessed using the prepared evaluation criteria. The manual has an excellent rating with 98.09%. Table 12 shows the breakdown of the mark.



**Table 12. ECCD Module's score for each criterion and its rating.**

ECCD Module	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Module 1	100	90.91	90	100	100	60	100	
Module 2	100	90.91	90	100	100	60	100	
Module 3	100	90.91	90	100	100	60	100	
Rating (%)	100	90.91	90	100	100	60	100	
Weighted Rating (%)	30	9.09	9	15	10	10	15	98.09
Module 2	100	90.91	90	100	100	60	100	
Module 3	100	90.91	90	100	100	60	100	
Rating (%)	100	90.91	90	100	100	60	100	
Weighted Rating (%)	30	9.09	9	15	10	10	15	98.09

Interpretations of the scores per criterion are as follows:

4.1 Content

ECCD's content scored Excellent with an average rating of 100%. The topics of the module are clearly presented. Each section of the material clearly defines its learning objectives. The learning objectives in general are measurable. However, there is a question on whether the objective phrase "to cultivate" is measurable. The phrase seems to address a higher cognition and affect. The material clearly states what participants will know and be able to do as a result of participating in the Family Development Sessions (FDS). The material's content adequately meets the stated learning objectives. The coverage of the Module is deliverable within the allotted time. ECCD was also able to adequately cite its references.

4.2 Structure

ECCD scored Very satisfactory with an average rating of 90.91% in structure. The material encourages active participation and gives participants the opportunity to share their experiences on the topics. It does not offer an alternative activity for the benefit of the facilitator. The objectives form the outline or agenda for the training and the activities reinforce the learning objectives. The material teaches participants the necessary life skills as this Module shows how parents could better understand, nurture and support their children's development. The content planned for each objective is necessary and sufficient to teach the needed skills. ECCD was designed to be interactive in a way that allows learners to engage in activities/exercises for every learning. Guide questions with answers are also provided in the Module.





4.3 Visual Design

The Module scored very satisfactory with an average rating of 90% in visual design, since the Module contains insufficient images to enhance the lessons. Images contained in the Module are visually appealing. Caricatures seen throughout the ECCD were consistent. Bullet points were used to help facilitators see important information. White spaces are present in between chunks of ideas and other logical groupings. The font style and font size are easy to read. The layout of the manual is attractive to the reader; even if some parts may appear text heavy.

4.4 Relevance and Practicability

The Module scored Excellent with an average rating of 100% in relevance and practicability since it encourages use of local resources. It also discusses topics applicable to everyday life. It uses local examples that are relatable. The topics in the Module are appropriate for the intended participants. The material addresses both the social and economic challenges the participants face. It is also appropriate to the local context. The examples used by the facilitator are relevant to the beneficiaries' needs/experiences. The case stories used in the Module are relevant to the participants.

4.5 Coherence

The Module scored Excellent with an average rating of 100% in coherence. The session topics and contents are interconnected or closely linked with one another and organized in a logical order. Though there are no evaluation questions seen in the Module, learning objectives and content are aligned.

4.6 Understandability

The Module scored Satisfactory with an average rating of 60% in understandability. When read for the first time, the concepts seem intimidating due to the technical terms being used. After some reflection and study, the user may realize that these concepts are easily seen in their everyday experiences. These terms may also help parents be more adept in their parenting skills. If the reader finds concepts appealing, he/she will be encouraged to learn more on the topic. On the other hand, this may make the parents “turn away” and lose interest as it seems to be “too difficult for them to understand”. Other than this, the content of the Module is appropriate for the level of education of the intended participants. In general, the Module observes correct grammar and mechanics.

4.7 Ease of Use/Delivery

The Module scored excellent with an average rating of 100% in ease of use/delivery. It contains a guide on how the content should be taught and provides a background for the facilitator in the introduction. However, the Module does not provide references where facilitators can obtain additional information on the topic. The Module specifies the skills and expertise needed to present the FDS. Another good thing about this Module is the presence





of facilitator notes. These notes are rich sources for additional readings. The facilitator is compelled to review or read more to be able to understand the modules. This manual calls for much preparation and internalization before conducting the session. The Module advises the facilitator on how to adapt the FDS to the local setting and participant group. It identifies clearly any additional resources needed to conduct the FDS.

5. Family and Community- Based Disaster Preparedness Manual: First Edition

Family and Community Based Disaster Preparedness Manual or FCBDP Manual focuses on addressing one of the FDS program objectives— Objective B3 which is to enhance knowledge and skills towards preventing and keeping the family safe especially in times of natural and man-made disaster, and prevent family from any forms of abuse. The manual teaches participants the necessary measures that need to be taken in order to be prepared for disasters. It aims to help mitigate the negative impact that disasters may bring to communities. The participants are taught what to do in order to reduce the possible effects of a disaster and how to respond to it when it hits.

The manual got an average rating of 65.92% (fair) for its modules. Module 1, however, was not included in the evaluation because its objectives are only to (1) establish camaraderie among participants and trainer; (2) agree on expectations for the trainings; and (3) orient participants on the mechanics and content of the training which are very introductory. There is nothing about preparing for disasters in this Module.

The score per criterion and per module, as well as the total weighted rating of 65.92% are shown in Table 13.

Table 13. FCBDP Manual's score for each criterion and its rating.

Family and Community Based Disaster Preparedness	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Module 2	66.67	72.73	50	66.67	100	80	28.57	
Module 3	77.78	81.82	50	66.67	100	40	42.86	
Module 4	77.78	81.82	50	66.67	100	60	28.57	
Module 5	77.78	81.82	50	66.67	100	60	42.86	
Module 6	66.67	81.82	50	66.67	100	60	42.86	
Module 7	77.78	81.82	50	66.67	100	60	28.57	
Module 8	66.67	81.82	50	55.56	100	60	28.57	
Rating (%)	73.02	80.52	50	65.08	100	60	34.69	
Weighted Rating (%)	21.91	8.05	5	9.76	10	6	5.2	65.92





Interpretations of the score per criterion are as follows.

5.1 Content

The manual on Family and Community Based Disaster Preparedness got an average rating of 73.02% or Satisfactory for its content. Topics are clearly presented for every module, and learning objectives are also clearly defined for each section. For example, the objectives of sessions 3.1 and 3.2 in Module 3: Overview of Hazards and Understanding Disaster Management are reflected on the Module's general objectives. The overall objectives of Module 5: Participatory Community Disaster Risk Assessment are distributed to and addressed in different sessions as well.

Looking closely at the objectives, most learning objectives are measurable and observable. However, there were still some that need modification. Changes are proposed for some learning objectives of the manual to replace some terms with a more appropriate one and to make the objectives more measurable and observable. Table 14 enumerates the suggested modifications in the manual's objectives for its improvement.

Nevertheless, the material states clearly what attendees will learn after participating in the sessions. The contents adequately meet the learning objectives. Also, information presented in the module are accurate. References and bibliographies were provided at the end of each module. However, the material failed to adequately cite its sources. Modules did not have in-text citations. It is noticeable that most modules have very limited sources.



**Table 14. Suggested changes in the FCBDP module objectives.**


Module Number/Title	Objective	Suggested Changes
Module 1. Training Preliminaries and Introduction	2. Express, clarify and agree on expectations of the training	2. Agree on the expectations of the training
	3. Orient participants on the mechanics and content of the training	3. Discuss the mechanics and contents of the training
Module 1, Session 1.1 Opening Preliminaries, Introduction and Training Overview	1. Establish camaraderie among participants and trainer	1. Establish camaraderie among participants and trainer
	2. Express, clarify and agree on expectations of the training	2. Agree on expectations of the training
	3. Orient participants on the mechanics and content of the training	3. Discuss the mechanics and contents of the training
Module 2. Policy Framework (RA 10121)	1. Familiarize and understand the important features of the PDRRM Law, specifically the provisions related to or directly concerns the Barangay LGU	1. Discuss the important features of the PDRRM Law, specifically the provisions related to or directly concerns the Barangay LGU
	2. Define and understand the roles, functions and organizational structure of the BDRRMC	2. Define the roles, functions and organizational structure of the BDRRMC
	3. Understand the budget allocation and utilization of the BDRRM Fund (formerly known as Calamity Fund) as provided for by the Law	3. Explain the budget allocation and utilization of the BDRRM Fund (formerly known as Calamity Fund) as provided for by the Law; and
Module 2, Session 2.1. Understanding RA 10121	2. Define and understand the roles, functions and organizational structure of the BDRRMC	2. Define the roles, functions and organizational structure of the BDRRMC
	3. Understand the budget allocation of the BDRRM Fund as provided for by the Law	3. Explain the budget allocation of the BDRRM Fund as provided for by the Law





Module 3. Overview of Hazards and Understanding Disaster Management	1. Identify hazards affecting or likely to affect the families and their community, its adverse effects and causes	1. Identify hazards and their adverse effects and causes which affect or likely to affect families and communities
	2. Discuss and understand disaster management, its concepts and the DM continuum	2. Discuss disaster management, its concepts, and framework; and
	3. Understand and articulate the concepts of disaster risk reduction as it relates to family and community preparedness	3. Articulate the concepts of disaster risk reduction as they relate to family and community preparedness
Module 3, Session 3.1. Hazards, Their Typology and Effects to Families, Communities and Environment	1. Identify hazards affecting or likely to affect the families and their community, its adverse effects and causes	1. Identify hazards and their adverse effects and causes which affect or likely to affect families and communities
Module 3, Session 3.2. Understanding Disaster Management	1. Discuss and understand disaster management, its concepts and the DM framework/cycle	1. Discuss disaster management, its concepts and framework; and
	2. Understand and articulate the concepts of disaster risk reduction as it relates to family and community preparedness	2. Articulate the concepts of disaster risk reduction as it relates to family and community preparedness
Module 4. Family Disaster Preparedness and Disaster Preparedness Framework	2. Discuss and list down indicators of a family prepared for any disaster or emergency	2. Discuss the indicators of a family prepared for any disaster or emergency
	3. Discuss and demonstrate assessment of status of family preparedness	3. Discuss assessment of family preparedness status
	4. Understand and articulate the components of Disaster Preparedness	4. Articulate the components of disaster preparedness






Module 5. Participatory Community Disaster Risk Assessment	1. Identify the community's vulnerabilities and capacities.	1. Identify vulnerabilities and capacities of communities.
	2. Identify areas in their community at risk from specific hazards	2. List areas in their community at risk from specific hazards
	3. Identify who and what are the most at risk in the community from specific hazards	3. Recognize who and what are the most at risk in the community from specific hazards
	4. Understand the nature and level of risks that the community has to face, where these risks come from, what and who will be the worst affected, what is available at all levels to reduce the risks and what needs to be further strengthened	4. Discuss the nature and level of risks that the community has to face, what is available at all levels to reduce the risks and what needs to be further strengthened
	5. Identify available resources (natural, physical, economic and social/human resources) that could be used by community members in disaster risk management	5. Describe the available resources (natural, physical, economic and social/human resources) that could be used by community members in disaster risk management
Module 5, Session 5.1. Participatory Vulnerability and Capacity Assessment	1. Identify the community's vulnerabilities and capacities.	1. Identify the vulnerabilities and capacities of communities.
Module 5, Session 5.2. Risk Assessment and Mapping: Hazard Mapping, Mapping of Population at risks, Mapping of Critical Resources at risk	Identify areas in their community at risk from specific hazards; List down the different hazards that may have affected or likely to affect the community; and develop the community hazard map	Identify areas in their community at risk from specific hazards; List down the different hazards that may have affected or likely to affect the community; Prepare the community hazard map;





	2. Identify who and what are the most at risk in the community from specific hazards; understand the nature and level of risks that the community has to face, where these risks come from, what and who will be the worst affected, what is available at all levels to reduce the risks and what needs to be further strengthened; and develop the population and	4. Identify who and what are the most at risk in the community from specific hazards 5. Discuss the nature and level of risks that the community has to face, what is available at all levels to reduce the risks and what needs to be further strengthened; and 6. Develop the population, critical resource, and community hazard maps.
Module 6. Early Warning Systems and Communication Protocol	1. Understand the basic fundamentals of community-based early warning systems, including articulation of both indigenous and modern early warning practices and development of the community early warning plan	1. Discuss the basic fundamentals of community-based early warning systems, including both indigenous and modern early warning practices
	2. Understand the basics of communication system or protocol in times of disasters and develop the communication plan of the community	2. Discuss the basics of communication system or protocol in times of disasters
		3. Develop the communication and early warning plans of the community





Module 6, Session 6.1. Community-Based Early Warning Systems	1. Understand the basic fundamentals of community-based early warning systems, including articulation of both indigenous and modern early warning practices	1. Discuss the basic fundamentals of community-based early warning systems, including both indigenous and modern early warning practices
Module 6, Session 6.2. Communication and Information Protocol	1. Understand the basics of communication system or protocol in times of disasters	1. Discuss the basics of communication system or protocol in times of disasters
Module 7. Evacuation	1. Identify, understand and adapt types of hazard specific evacuation movement appropriate or applicable to their community	1. Adapt hazard-specific evacuation movements appropriate or applicable to their community
Module 7, Session 7.1. Evacuation Planning and Coordination	1. Identify, understand and adapt types of hazard specific evacuation movement appropriate or applicable to their community	1. Adapt types of hazard specific evacuation movement appropriate or applicable to their community
Module 8. Contingency Planning	1. Understand and articulate the contents of a Contingency Plan	1. Articulate the contents of a contingency plan

It was observed that some of the references used were not very reliable, especially in Module 7: Evacuation. It used PowerPoint files as references, which are not considered reliable. No examples or case stories were found throughout the Module. It is understandable for some modules, like Module 3, since the topics discussed are very technical. The coverage for most of the modules is deliverable within the allotted time except for Modules 2 and 8. Although most activities in Module 3 are deliverable within the allotted time, it was noted that the Input/Discussion part of its Session 3.1 should run for at least an hour instead of having it just for 30 minutes. Aside from discussing the PowerPoint presentation, it should also tackle applications of the learnings from the previous activities in Session 3.1 (numbers 1 and 2).

5.2 Structure

The manual also got a Satisfactory rating for its structure with an average of 80.52%. Its design is very interactive allowing participants to engage in the discussion and activities. This encourages active participation and sharing of experiences by the participants on the topic.



It was even written in the modules to elicit reactions from participants after presentations. The objectives formed the outline and agenda of the training and its activities reinforce the said objectives. The material teaches participants the necessary life skills. Furthermore, the planned content was sufficient to teach the skill. These were based on the type of learning needed for each objective. However, there are no alternative activities for the facilitator's selection.

In addition, the number of topics to be discussed is within the learning capacity of the beneficiaries. The only downside of the Module, in terms of its structure, is the lack or absence of a test or a check to evaluate the participants' learning on the topic. Only questions encouraging the participants to reflect and react on the topic discussed are in the module. Module 3 has questions after the workshops. However, these questions are not necessarily in the form of a graded exam. Questions also fail to cover all the lessons discussed. One can be found in Session 3.1, page 4, but it focuses more on the participants' reflections. There is another in Session 3.2, page 7, but it is very limited. Module 5, on the other hand, has no test or check or questions that elicited reflections/reactions from the participants.

5.3 Visual Design

For visual design, the FCBDP manual only got an average score of 50% or poor rating. The manual appears to be just a draft copy. Although the font style and size are easy to read and bullet points, white spaces, and module/chapter dividers were present, the layout of the manual is not really attractive to readers. It is text heavy, and no visuals are seen in the modules.

5.4 Relevance and Practicability

The manual, with an average score of 65.08%, has a Fair rating for its relevance and practicability. The material encourages the use of local resources and is appropriate to the local context. However, there are no examples or case stories present in all FCBDP modules.

On the other hand, it can be said that its contents are indeed suitable for the participants as they are applicable to everyday life. Module 8: Contingency Planning is an exception. It asks participants to make a contingency plan for their whole community when disasters hit, and this might be beyond their capacity. Nonetheless, the whole FCBDP addresses social and economic challenges the participants face.

5.5 Coherence

FCBDP's coherence got an average score of 100% or an excellent rating. Topics and contents are interconnected and are organized in a logical manner. Learning objectives and content are also aligned. However, a few or no evaluation questions were found in the manual. There are a few questions in Module 3 but these are not in the form of a graded examination and do not cover every point discussed. Questions are just meant to elicit reactions and reflections from the participants rather than evaluate their learnings.





5.6 Understandability

The manual has a fair rating for its understandability, with an average score of 60%. It observes correct grammar and mechanics, but some parts in Module 3 still need editing. Since the material is too technical and some terms cannot be replaced by a simpler one, the resource person is expected to be knowledgeable on the topic. The definitions of the new terminologies are provided in the reference notes. The material's use of straightforward sentences helped a lot in making the manual easier to understand. It is not appropriate though for the level of education of the intended participants as it is too technical for them to absorb. Thus, the resource person should be able to explain the topics in an easy-to-understand manner.

5.7 Ease of Use/Delivery

An average score of 34.69% or a rating of Poor was given to the manual in terms of its ease of use and delivery. This was due to the following reasons: (1) absence of facilitator's notes and (2) absence of suggestions on how to adapt the FDS to the local setting and participant group. Furthermore, the manual failed to specify the skills and expertise or the qualifications, of the resource person must have to present the FDS effectively. In spite of these, some good points were noted regarding the manual's ease of use and delivery. For instance, it contains a guide on how the content should be taught. This is included in the activity instructions and reference notes. It also provides a backgrounder for the facilitators. This can be found in every module's reference notes.

Alternative resources are indicated if the suggested materials are unavailable. Moreover, most modules in the manual provide references where facilitators can obtain additional information on the topic. Only Modules 4, 7, and 8 fail to do so. It was noted that Module 4: Family Disaster Preparedness and Disaster Preparedness Framework has only one citation, and this should not be the case. Module 6: Early Warning Systems and Communication Protocol has a list of references, but it is very limited. Module 7: Evacuation Planning and Coordination and Module 8: Contingency Planning failed to cite any of the listed references.

6. Active Citizenship Module

The Active Citizenship Module is designed to drive the participants to be proactive concerned citizens. It aims to bring out the “bayanihan” spirit the Filipinos are known for. In order to do so, the Module emphasizes the importance of understanding the situation (culture, government, and administration) of the community they live in and their relation with one another. The Module got a total rating of 74.38% or a satisfactory rating upon evaluating its content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use and delivery. Table 15 shows the Module's scores for each criterion and the overall rating.



**Table 15. Active Citizenship Module's score for each criterion and its rating.**

Active Citizenship Module	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Rating (%)	88.89	90.91	30	88.89	100	80	28.57	
Weighted Rating (%)	26.67	9.09	3	13.33	10	8	4.29	74.38

Interpretations of the scores per criterion are as follows.


6.1 Content

Active Citizenship Module scored 8 out of 9 in content or 88.89%, which is Very satisfactory. Modules are delivered within the allotted time. Topics of the module are clearly presented, but the contents of sessions are too short. Learning objectives are clearly defined, and they are measurable and observable except for some objectives that need to be revised for having compound objective verbs. Table 16 lists the suggested changes in the module's objectives.

Table 16. Suggested changes in Active Citizenship Module objectives.

Active Citizenship Module	Objective	Suggested Change
Pagsisimula	2. Mailahad at matukoy ang mga layunin at mga paksang tatalakayin sa loob ng Modyul; at	2. Matukoy ang mga layunin at mga paksang tatalakayin sa loob ng Modyul; at
Session 1. Pagsusuri sa Kalagayan ng Aking Pamayanan	2. Mailahad at matukoy ang mga pangunahing suliranin ng pamayanan at maibalangkas ito sa sistemang pampulitika, pang-ekonomiya at pangkultura;	2. Matukoy ang mga pangunahing suliranin ng pamayanan at maibalangkas ito sa sistemang pampulitika, pang-ekonomiya at pangkultura;
Session 3. Pag-oorganisa ng Pamayanan at Sama-samang Pagkilos	1. Matukoy at maipaliwanag ang kahalagahan, prinsipyo at pamamaraan ng pag-oorganisa ng pamayanan;	1. Maipaliwanag ang kahalagahan, prinsipyo at pamamaraan ng pag-oorganisa ng pamayanan;





	2. Matukoy at maipaliwanag ang kahalagahan at pamamaraan ng pagtutulungan, pagkakaisa at partisipasyon sa gawaing pangkomunidad; at	2. Maipaliwanag angkahalagahan at pamamaraan ng pagtutulungan, pagkakaisa at partisipasyon sa gawaing pangkomunidad; at
Session 5. Karapatan at Tungkulin ng Mamamayan sa Pagtupad sa Panlipunang Kasunduan	5. Mapagplanuhan ang mga gagawin nang sama-sama at matukoy ang mga kasama sa pagtupad ng mga gawaing ito.	5. Mapagplanuhan ang mga gagawin nang sama-sama tungo sa pagtatagumpay ng Panlipunang Kasunduan;

The material was also able to state clearly what the attendees will learn after participating in the session. It would be better if a curriculum map that summarizes the content throughout the module were provided so as to be consistent in structure with other manuals. The contents adequately meet the stated learning objectives. Information presented are accurate, and the module provides examples. However, the sources were not cited properly. No citation and references are included in the module.

6.2 Structure

The Module scored 10 out of 11 for its structure with a 90.91% rating, which is considered excellent. The material encourages active participation and gives the participants an opportunity to share their experiences on the topic. The interactive design allows learners to engage in activities and exercises. There is an alternative activity for the facilitator's selection for Session 1 only. The objectives formed the outline of the training since its activities reinforce the said objectives. The material teaches participants the necessary life skills. Furthermore, the planned content is sufficient to teach the skill based on the type of learning needed for each objective. The number of topics to be discussed is also within the learning capacity of the beneficiaries. The only thing the Module lacks in terms of its structure is the absence of a test in order to evaluate the participants' learning on the topic. However, there are challenges in the module that encourage the participants to reflect on the discussed topics.

6.3 Visual Design

The Module scored 3 out of 10 for its visual design with a rating of 30% or poor. The manual is not really attractive to readers. There are no visuals; white spaces are insufficient; and no module or chapter dividers to offset the pages. However, there are design aspects that may be commended such as the font style, font size, and the bullet points that made the material easy to read.





6.4 Relevance and Practicability

The Module only scored 8 out of 9 with a rating of 88.89% because of the absence of case stories. Nonetheless, the Module got a Very satisfactory score for relevance and practicability. Overall, the material proved to be relevant and practical to the beneficiaries. The material discusses topics applicable to everyday life and encourages the use of local resources. Topics are appropriate for the intended audience and address social and economic challenges the participants face. The material is also appropriate to the local context and provides relevant examples.

6.5 Coherence

The Module had a perfect score or 100% for its coherence which is Excellent. Topics and contents are interconnected and are organized in a logical manner. Learning objectives and content are also aligned. However, there are no evaluation questions.

6.6 Understandability

For understandability, the Module scored 4 out of 5 or a rating of 80%, which is Satisfactory. The material still needs language editing. Nonetheless, the material uses simple, lay terms and straightforward sentences that made it easy to understand. New terminologies are also defined properly. The content is appropriate for the level of education of the intended participants.

6.7 Ease of Use/Delivery

When it comes to ease of use and delivery, the Module scored 2 out of 7 with a rating of 28.57% or Poor. The module contains a guide on how the content should be taught and a list of references for additional information. However, it does not have facilitator's notes. The module failed to provide a backgrounder for the facilitator.

7. Module on Disabilities

People's understanding on disabilities differs depending on what influences them. This may be their culture, religion, economy, or science. It is undeniable that some views or attitudes towards disability find it shameful to have one or to have a relative with special needs. Being unable to function like everyone else is another concern. Oftentimes, this leads to discrimination against a person with disability.

The Module on Disabilities support Paley's social model of disability (Samaha, 2007). This model basically suggests that disabilities are just one of the many differences people have. Since the social structure today limits what people with special needs can do, this Module aims to help lessen the obstacles, difficulties, and/or challenges in the society that people with special needs might face. This is done by raising the people's awareness and increasing their knowledge on this subject.





This Module also serves as a tool to promote the rights of people with special needs. The Module received an overall rating of 87.42% or a Very satisfactory rating. The corresponding scores for each criterion used are found in Table 17.

Table 17. Module on Disabilities' score for each criterion and its rating.

Module on Disabilities	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Rating (%)	88.89	81.82	90	100	100	100	57.14	
Weighted Rating (%)	26.67	8.18	9	15	10	10	8.57	87.42

Interpretations of the scores per criterion are as follows.

7.1 Content

The Module on Disabilities scored 8 out of 9 with a rating of 88.89% or Very satisfactory. The Module can be delivered within the allotted time. The Module topics are clearly presented. It has a curriculum map where the contents of the Module are presented. The learning objectives are clearly defined, measurable, and observable. The material clearly states what the participants will learn after attending in the session. Moreover, the contents adequately meet the stated learning objectives. Information presented are accurate, and the Module provided examples. There is also a case story included in Session 2. However, the sources are not cited properly as there are no in-text citations.

7.2 Structure

The Module scored 9 out of 11 with an 81.82% rating for its structure, which is considered very satisfactory. The outline of the training was based on the session's objectives. The suggested activities reinforce the said objectives. The manual gives the participants an opportunity to share their experiences on the topic. The group activities encourage active participation from the attendees. However, there are no alternative activities for the facilitator's selection. Nonetheless, the material teaches participants the necessary life skills. The content planned is sufficient to teach the skill; it was based on the type of learning needed for each objective. The number of topics to be discussed is within the learning capacity of the beneficiaries. However, the Module has no test to evaluate the participants' learning on the topics.

7.3 Visual Design

The Module scored 9 out of 10 with a rating of 90% or Excellent for its visual design. The Module's font style and size are easy to read. There are bullet points to help facilitators see important information. There are also white spaces in between chunks of ideas. All in all, the layout of the manual is attractive. There are even chapter or module dividers used to offset pages. The material also contains visuals and images relevant to the topic. However, the design of caricatures is not consistent throughout the Module.





7.4 Relevance and Practicability

The Module scored 9 out of 9, a rating of 100%, also Excellent, for relevance and practicability. It proved to be relevant to the beneficiaries and practical, as it discusses topics applicable to everyday life. The topics are appropriate for the intended audience, because these address social and economic challenges the participants face. The material is also appropriate to the local context. It provides relevant examples and case stories. More so, it encourages the use of local resources.

7.5 Coherence

The Module had a perfect score for its coherence with a rating of 100% or Excellent. The topics and contents are interconnected and are organized in a logical manner. The learning objectives and content are also aligned. However, there are no evaluation questions.

7.6 Understandability

Understandability scored 5 out of 5, a perfect score or a rating of 100% or Excellent. The material uses simple lay terms and straightforward sentences which made the topic easy to understand. New terminologies are defined properly. The content is appropriate to the level of education of the intended participants. The material also observes correct grammar and mechanics.

7.7 Ease of Use/Delivery

When it comes to ease of use and delivery, the Module scored 4 out of 7 with a 57.14% rating or Poor. The Module contained a guide on how the content should be taught and was able to provide a backgrounder for the facilitator, including a list of references for additional information. However, there are no facilitator's notes present in the Module.

8. Proper Sanitation Behaviors or WASH Module

WASH or FDS on Proper Sanitation Behaviors Module provides vital information on health and sanitation issues that the participants might be facing. The module makes them aware of their current situation and what should be done to improve their health and sanitation practices. This Module specifically aims to remove the practice of open defecation in rural communities. The Module got a very satisfactory rating of 82.61% upon evaluation. Table 18 shows the scores of the Module per criterion and its overall rating.



**Table 18. WASH module's score for each criterion and its rating.**

eFDS on Proper Sanitation Behaviors or WASH module	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Rating (%)	88.89	81.82	80	88.89	100	100	42.86	
Weighted Rating (%)	26.67	8.18	8	13.33	10	10	6.43	82.61

Interpretations of the scores per criterion are as follows.

8.1 Content

Module on Proper Sanitation Behaviors or WASH scored 8 out of 9 with a rating of 88.89% or Very satisfactory in content. Modules can be delivered within the allotted time. The topics and learning objectives of the module are clearly presented. The objectives are measurable and observable, but they were not written based on the participants' perspective. There is also an objective that should be split into two objectives. The suggested changes in the learning objectives are in Table 19.

Table 19. Suggested changes in the WASH Module objectives.

Module	Objective	Suggested Changes
Sanitation Towards a Progressive Community	1. Assess the sanitation situation of the community in relation to the sanitation practices of the community members;	1. Describe the sanitation situation of the community in relation to the sanitation practices of the community members;
	2. Educate the households on the negative effects of open defecation including the diseases it can cause;	2. Discuss the negative effects of open defecation including the diseases it can cause; and
	3. Solicit a household commitment by asking them to write an action plan written down in the tala-arawan to stop open defecation of the household members and the community at large.	3. Prepare an action plan to stop open defecation of the household members and the community at large.





Sanitation Behavior Towards a Responsible Household	1. Assess the sanitation situation of the households and identify improper sanitation practices of the household members	1. Identify improper sanitation practices of the household members;
		2. Assess the sanitation situation of the households; and

Sanitation Behavior Towards a Responsible Household 1. Assess the sanitation situation of the households and identify improper sanitation practices of the household members

The material states exactly what the participants will learn after attending the session. Contents adequately meet the stated learning objectives, and the pieces of information presented are accurate. The modules were also able to provide examples. However, as in other modules, the sources were not cited properly and adequately.

8.2 Structure

The Module scored 9 out of 11 with an 81.82% or a very satisfactory rating for its structure. The material encourages active participation in the group activities. It gives the participants an opportunity to share their experiences on the topic. However, there are no alternative activities provided for the facilitator's selection. Even so, it can be observed that the objectives of the sessions formed the outline of the training and its activities reinforce the said objectives. In addition, the material teaches participants the necessary life skills. The content planned is sufficient to teach the skill which is based on the type of learning needed for each objective. The number of topics to be discussed is within the learning capacity of the beneficiaries. However, the module has no test to evaluate the participants' learning on the topic.

8.3 Visual Design

The Module's visual design is satisfactory with a score of 8 out of 10 and a rating of 80%. The Module's font style and size are easy to read. There are bullet points to help facilitators see important information. There are white spaces in between chunks of ideas. All in all, the layout of the manual is attractive. The material contains visuals and images relevant to the topic. However, the design of caricatures is not consistent throughout the module. Furthermore, there are no chapter or module dividers used to offset pages.





8.4 Relevance and Practicability

The Module scored 8 out of 9, which gives it a very satisfactory rating of 88.89% for relevance and practicability. On the whole, the material is relevant to the beneficiaries and practical for it discusses topics applicable to everyday life. The topics are appropriate for the intended audience, and address social and economic challenges the participants face. The Module encourages the use of local resources. The material is also appropriate for the local context, and has relevant examples. However, no case stories are presented.

8.5 Coherence

The Module had a perfect score (100%) or a rating of excellent for its coherence. The topics and contents are interconnected and organized in a logical manner. Learning objectives and content are also aligned. However, there are no evaluation questions.

8.6 Understandability

The material is excellent in understandability as it scored 5 out of 5, a 100% rating. The material used simple lay terms and straightforward sentences which made it easy to understand. New terminologies are defined properly. The content is appropriate to the level of education of the intended participants. The material also observes correct grammar and mechanics.

8.7 Ease of Use/Delivery

The Module is poor when it comes to ease of use and delivery. It scored only 3 out of 7 or 42.86%. The Module has no guide on how the content should be taught and who should teach it. Although it provides a list of references for additional information and some notes for the facilitator, there is no backgrounder for the facilitator to review.

9. Child Sexual Abuse Prevention (CSAP) Module for Parents

The child abuse cases in the country have been alarming and a huge number of these cases are seldom discussed in public. Fortunately, the Philippine government has consistently called for a public-private partnership and has collaborated with Stairway Foundation, Inc. to address these issues through their “Break the Silence” Campaign. CSAP’s advocacy is the prevention of child sexual abuse among Pantawid Pamilyang Pilipino Program (4Ps) families. CSAP is one of the three modules that serve as tools in enhancing the capabilities of Pantawid key workers in facilitating sessions on child sexual abuse prevention. These sessions can be among their co-implementers, the parents, or the children/youth of the Pantawid Program.



**Table 20. CSAP for parents module score for each criterion and its rating.**

CSAP for Parents	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Rating	88.89	81.82	30.00	88.89	66.67	60.00	57.14	
Weighted Rating (%)	26.67	8.18	3.00	13.33	6.67	6.00	8.57%	72.42

9.1 Content

The Module scored 8 out of 9 or 88.89% in content. The topics are integrated, but it is unclear if this can translate to a “clear presentation” of the topics. The learning objectives in each section of the material are understandable, measurable, and observable except for the use of the word “teach” and “describe”. These were replaced in the suggestions found in Table 21.

Table 21. Objectives vis-a-vis suggested objectives.

Child Sexual Abuse Prevention (CSAP) Module for Parents	Objective	Suggested Objective
Session 1	2. Teach the touching rules and grooming process in their respective households	2. Discuss the touching rules and grooming process in their respective households
	3. Describe the reporting mechanism for cases of CSA in the community	3. Organize a reporting mechanism for cases of child sexual abuse in the community

It was observed that the Module objectives are inadequate and limited to comprehension level only. The Module’s content adequately meets the stated learning objectives. However, for the Alligator River Story found in Session 1, the objectives are limited with only one objective stated.

Meanwhile, the objectives for Session 2, which tackled the grooming process and touching rules, are sufficient. On page 22, it would have been better if the responses were placed in a matrix; e.g., your response vs. more appropriate response. Another suggestion is to integrate the reasons why women should not wear skimpy clothing for validation of arguments. On the other hand, the coverage of the Module is deliverable within the allotted time. Due to its breadth, it also allows sharing. It was also observed that references in the Module were not cited properly.





9.2 Structure

The Module scored 9 out of 10. This has a weighted rating of 81.82%, which is equivalent to very satisfactory. It encourages active participation for it gives attendees the opportunity to share their experiences. In Sessions 1 and 3, they are given opportunity to share experiences but not necessarily their own. Also, in Session 2, they are able to share (not necessarily voice out) their experiences on the topics. No alternative activities are offered in the Module, but the activities reinforce the learning objectives and teach participants the necessary life skills. The content planned for each objective is necessary and sufficient to teach these skills. It is designed in such a way that allows learners to engage in activities and exercises for every learning objective. However, there is no learning test or check designed for each learning objective as means to evaluate if participants have gained the skill. Instructional strategies are based on the type of learning needed for each objective. The number of topics to be discussed is deemed to be within the learning capacity of the beneficiaries.

9.3 Visual Design

The Module scored 3 out of 10 or 30% in visual design, since it does not contain visuals that enhance the lessons. The bullet points used to help facilitators see important information but not consistent throughout the module. Some pages have limited white spaces, while some have too much, which could have been filled with images instead. The font style and size are both easy to read. However, the layout of the manual is unattractive. There are no chapter or module dividers used to offset the page. Some abbreviations in the roles and functions of different reporting points are not spelled out properly (see page 11).

9.4 Relevance and Practicability

The Module scored 7 out of 9 or 88.89% in relevance and practicability because it encourages the use of local resources and discusses topics applicable to everyday life. The topics are suitable for the intended participants. As per KII in Surigao, the topics in the Module are relevant due to the many cases of abuse in their city. Beneficiaries gain an understanding that as parents they must have time to communicate with their children to find out what is happening to them. In Ternate, however, the beneficiaries do not share about domestic violence or abuse. The Module uses local examples appropriate to the local context. The examples used by the facilitator are relevant to the beneficiaries' needs or experiences. The case story of "Good Boy" is acceptable. The story of Abigail is relevant but needs revision. The story led participants to think that it was Abigail's fault that those unfortunate events happened.

9.5 Coherence

The Module scored 2 out of 3 or 66.67% because its session topics and contents are interconnected and organized in a logical order. As per KII in Surigao, there is a transition in every session. These sessions support one another. However, there are no evaluation questions found in the Module. The discussion part consists more on sharing.





9.6 Understandability

The Module scored 3 out of 5 or 60% in understandability because it uses simple or lay terms, as well as straightforward sentences. However, not all new terminology is defined appropriately. In this case, the term “grooming process” and “touch continuum” were not clarified in the module. RA 7160 and the institutional meanings were also not explained. The content, nonetheless, is appropriate for the level of education of the intended participants. Generally, there are only a few lapses in grammar and mechanics.

9.7 Ease of Use/Delivery

The Module scored 4 out of 8 or 57.14% in ease of use or delivery. It contains a guide on how the content should be taught, and it also provides background for the facilitator. However, it does not give references where they can obtain additional information on the topic. It does not give any advice on how to adapt the FDS to the local setting and participant group. It only states the activity and what is expected of them, not the skills and expertise needed to present the FDS. One of the major weaknesses of the Module is the layout. Facilitator notes can be seen throughout the Module but are not partitioned properly or placed inside a box for facilitators’ easy access.

10. Child Sexual Abuse Prevention (CSAP) Module for Children and Youth

The child abuse cases in the country have been alarming. A huge number of these cases are never talked about in public. DSWD reported that there were 4,374 cases of child abuse in 2015. It is disheartening that in the first quarter of 2016 alone, there were already 2,147 child abuse cases had been filed (Yap, 2016). On one hand, this could mean that child abuse cases are indeed increasing. On the other hand, this could also mean that there are now more courageous victims and sympathizers who report the abuse.

The Philippine government has consistently called for a public-private partnership and has collaborated with Stairway Foundation, Inc. to address these issues through their “Break the Silence” Campaign. This has in turn strengthened the “advocacy on the prevention of child sexual abuse particularly among 4Ps families” (CSAP for Parents).

There are three modules developed to serve as tools in enhancing the capabilities of Pantawid key workers in facilitating sessions on child sexual abuse prevention. This can be used among their co-implementers, among the parents or among the children/youth of the Pantawid Program. One of them is the Child Sexual Abuse Prevention for Children and Youth (Youth Development Session) Module. The modules aim to: 1) empower target groups with the necessary knowledge, skills, and attitude crucial to child sexual abuse prevention; and 2) provide a safe venue for individuals who have experienced child sexual abuse to disclose their experience. Table 22 shows the score and rating of the CSAP for Children and Youth Module.



**Table 22. CSAP for Children and Youth Module'**

CSAP for Children and Youth	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Under-standability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Rating (%)	55.56	90.91	50%	100	66.67	100	57.14	
Weighted Rating (%)	16.67	9.09	5	15	6.67	10	8.57	71%

10.1 Content

CSAP for Children and Youth's content is satisfactory with an average score of 55.56% in content. The topics of the module are clearly presented, and each section of the material clearly defines what its learning objectives are. The learning objectives are measurable except for "appreciate" and "understand." Table 23 shows the original and the suggested objectives.

Table 23. Suggested changes in CSAP for Children and Youth module objectives.

Module/Session/Topic	Original Objective	Suggested Objective
Session 1	3. Appreciate one's own uniqueness through accepting one's own strengths and weaknesses	3. Determine one's strengths and weaknesses to appreciate these strengths and weaknesses
Session 2	3. Appreciate and devise own ways and actions on how to become assertive and responsive	3. Devise own ways and actions on how to become assertive and responsive

The material states clearly what participants will know and be able to do as a result of attending the Family Development Sessions. The material's content adequately meets the stated learning objectives. The content is opinion-based and lacks basis for their arguments. The material provides examples or case stories like the "Story of a Good Boy" (story on pedophilia) and "Daughter" (story on incest) as a form of motivational activity. The coverage of the module is not deliverable within the allotted time. No references were cited in this module.

10.2 Structure

The Module scored 10 out of 11 or 90.91% in structure. The material encourages active participation and gives attendees the opportunity to share their experiences on the topics. The material offers an alternative activity on Page 16 (Touching Rules) for facilitator's selection.





The objectives form the outline or agenda for the training. The activities reinforce the learning objectives. The material teaches participants the necessary life skills. The content planned for each objective is necessary and sufficient to teach the skill. The design is interactive in a way that allows learners to engage in activities or exercises for every learning.

10.3 Visual Design

The Module scored 5 out of 10 or 50% in visual design. This was because the Module contains insufficient images to enhance the lessons. Moreover, the images contained in the Module are not visually appealing. No caricatures could be seen throughout the Module. Bullet points are used to help facilitators see important information. Also, white spaces are present in between chunks of ideas and other logical groupings. The font style and font size is easy to read. The layout of the manual is unattractive to the reader. However, chapter and/or module dividers were used to offset the page. The image on page 23 of the module does not have a figure title and explanation.

10.4 Relevance and Practicability

The Module got 9 out of 9 or 100% in relevance and practicability for it encourages use of local resources. It also discusses topics applicable to everyday life. It uses local examples that are relatable. The topics in the Module are appropriate for the intended participants. The material addresses both the social and economic challenges the participants face. It is also appropriate to the local context. The examples used by the facilitator are relevant to the beneficiaries' needs and experiences. The case stories used in the Module are relevant to the participants. In Surigao, the children of the beneficiaries were met using the Youth Development Sessions to address issues. Since CARAGA has the highest number of teenage pregnancy cases, they wanted to address this issue.

10.5 Coherence

The Module scored 2 out of 3, or 66.67%, in coherence since the session topics and contents are interconnected or closely linked with one another and organized in a logical order. Though there are no evaluation questions seen in the Module, the learning objectives and content are aligned.

10.6 Understandability

The Module scored 5 out of 5 or 100% in understandability because the Module uses simple or lay terms as well as straightforward sentences. Any new language or terminology is defined appropriately. The content of the Module is appropriate for the level of education of the intended participants. The Module observes correct grammar and mechanics. However, minor punctuation errors were seen.





10.7 Ease of Use and Delivery

The Module scored 5 out of 8 or 57.14% in ease of use or delivery because it has a guide on how the content should be taught and provides a background for the facilitator in the introduction. However, the Module does not have references where facilitators can obtain additional information on the topic. The Module specifies the skills and expertise needed to present the FDS: storytelling and participatory techniques. Facilitator notes are not present throughout the Module, but instructions are clearly stated. Hence, facilitator notes may no longer be needed. The Module advises the facilitator on how to adapt the FDS to the local setting and participant group. It identifies clearly any additional resources needed to conduct the FDS.

11. Strengthening Filipino Responses in the Home, School, and Community: A Trainer's Manual on Positive Approaches to Child Discipline

The Trainer's Manual on Positive Approaches to Child Discipline is an attempt to help parents, caregivers, community leaders and service providers the capacity to practice a more engaging and positive approach to child discipline. This is a product of the contributions of selected boys, girls and adults, particularly parents, service providers and local leaders in the cities of Quezon, Naga, Cebu, and the municipalities of Lagawe, Ifugao and Isulan, Sultan Kudarat.

The manual is organized into five modules, each of which is made up of sessions to fulfill specific objectives. These are:

- Module 1: Legal Bases for Positive Approach to Child Discipline Promotion and Education Orientation
- Module 2: Positive Approach to Child Discipline Framework
- Module 3: Positive Approach to Child Discipline and the Home
- Module 4: Positive Approach to Child Discipline and the School
- Module 5: Positive Approach to Child Discipline and the Community

Upon Module assessment, with the use of the evaluation prepared criteria, the manual has a very satisfactory rating of 86.34%. Table 24 shows the breakdown of the rating including the scores per criterion and per module, as well as the total weighted rating.



Table 24. A Trainer's Manual on Positive Approaches to Child Discipline Module's score for each criterion and its rating.

CSAP for Children and Youth	Content (30%)	Structure (10%)	Visual Design (10%)	Relevance & Practicability (15%)	Coherence (10%)	Understandability (10%)	Ease of Use & Delivery (15%)	Total Rating (100%)
Module 1	77.78	72.73	100	100	66.67	100	100	
Module 2	77.78	81.82	100	100	66.67	100	100	
Module 3	77.78	81.82	100	100	100	100	100	
Module 4	55.56	81.82	100	88.89	100	100	100	
Module 5	55.56	81.82	100	100	66.67	100	100	
Rating (%)	68.89	80.00	100	97.78	80	100	100	
Weighted Rating (%)	20.67	8	10	14.67	8	10	15	86.34

Interpretations of the scores per criterion are as follows:

11.1. Content


The Trainer's Manual's content scored Fair with an average rating of 68.89%. The content is generally sufficient and appropriate to the FDS goals and objectives. However, some objectives (particularly in Modules 1, 4, and 5) are not measurable and should be revised accordingly. Other objectives need to be divided into two separate objectives.

Table 25 shows the suggested changes and remarks in the objectives.

Table 25. Suggested changes in the module objectives of the Trainer's Manual on Positive Approaches to Child Discipline.

Module Number/Title	Objective	Suggested Changes
Module 1	2. Have an insight into the accountabilities as well as opportunities of duty-bearers and rights holders to implement children's rights.	Discuss the accountabilities as well as opportunities of duty-bearers and rights holders to implement children's rights.





Module 1, Session 1	<p>2. Gain an understanding of the national and local situation of Filipino children particularly corporal punishment and other forms of abuse; and</p> <p>3. Have a better understanding of the definition of a child in the Philippines.</p>	<p>2. Discuss the national and local situation of Filipino children particularly corporal punishment and other forms of abuse; and</p> <p>3. Define a child in the Philippine context.</p>
Module 1, Session 2	1. Identify what law is;	Define what a law is;
	3. Be familiar with the three branches of government and its respective functions;	3. Identify the three branches of government and their respective functions;
	4. Recognize the different provisions in the specific laws/presidential decrees/ department orders on children including international instruments with regards to child protection specifically in promoting positive and nonviolent approaches to child discipline; and	4. Identify the different provisions in the specific laws/presidential decrees/ department orders on children including international instruments with regard to child protection specifically in promoting positive and nonviolent approaches to child discipline; and
Module 1, Session 3	1. Be familiar with the basic distinctions between civil, criminal, administrative remedies including barangay justice system or Katarungang Pambarangay; and	1. Determine the basic distinctions between civil, criminal, administrative remedies, including barangay justice system or Katarungang Pambarangay; and



Module 1, Session 4	1. Acquire better understanding of human and child rights;	1. Discuss human and child rights;
	2. Be able to explain children's rights as defined by the UNCRC; and	2. Explain children's rights as defined by the UNCRC; and
	3. Gain an insight into the accountabilities as well as opportunities of duty bearers and rights holders to implement children's rights.	3. Explain the accountabilities as well as opportunities of duty bearers and rights holders to implement children's rights.
Module 1, Session 4A	2. Share examples of rights;	2. List examples of rights
	4. Explore the history and evolution of human rights; and	4. Explain the history and evolution of human rights; and
Module 1, Session 4B	1. Further explore participant's understanding of children's right;	1. Discuss further participant's understanding of children's rights;
	Explain the four essential child rights principles;	Discuss the four essential child rights principles;
	Describe how child rights can be applied in day-to-day life;	Explain how child rights can be applied in day-to-day life;
	4. Analyze the responsibilities of the duty-bearers and right holders;	Explain the responsibilities of the duty-bearers and right holders;
	5. Describe the state's level of obligation;	Analyze the state's level of obligation the fulfillment of human rights
	Identify secondary duty-bearers and their contribution to the implementation of child rights;	Determine secondary duty-bearers and their contribution to the implementation of child rights;
	7. Explore children's rights and responsibilities as duty-bearers	Consider children's rights and responsibilities as duty-bearers





Module 2, Session 1	2. Describe some applications of the principles to your task as parents, teachers or service providers; and	2. Describe some applications of the Principles of Child Development and Learning to the task of parents, teachers or service providers; and
Module 2, Session 3	Differentiate the concepts and effects of corporal punishment.	1. Discuss the concept of corporal punishment; and
		Determine the effects of corporal punishment.
Module 3	2. Acquire understanding of these practices and its implications to parent child relationship;	2. Discuss the practices and their implications to parent-child relationship.
	Learn positive and non-violent discipline approaches in handling why children behave as they do in the home;	Explain the positive and non-violent discipline approaches in handling children's behavior in the home;
Module 3, Special Session	2. Analyze and explain how child rights can be applied in day-to-day life;	Explain how child rights can be applied in day-to-day life;
	3. Differentiate the concepts and effects of corporal punishment; and	
	Discuss the concepts of corporal punishment;	
		Determine the effects of corporal punishment;
	Identify positive approaches to child discipline in handling behaviors of children.	Determine the positive approaches to child discipline in handling behaviors of children
Module 3, Session 3	Determine the different disciplining behavior currently practiced by parents and/or caregivers;	Identify the different disciplining behavior currently practiced by parents and/or caregivers;
	Identify doable handling of behavior of children that can help strengthen parent-child relationships at home.	Determine doable handling of behavior of children that can help strengthen parent-child relationships at home.





Module 4	To increase levels of awareness, understanding and practices of positive approaches to child discipline among parents, teachers and other adults to their students and/or children, age 4 to under 18 years old.	To increase levels of awareness, understanding and practices of positive approaches to child discipline among parents, teachers and other adults to their students and/or children, age 4 to under 18 years old.
Module 4, Session 1	Explain in their own words the reasons for the way children behave as they do;	Identify the reasons why children behave as they do
	Identify specific situations where different behaviors of children are exhibited in a Learning or Day care Center;	Describe specific situations where different behaviors of children are exhibited in a Learning or Day care Center;
	Enumerate different ways by which incidences of various forms of abuses, violence, discrimination, and bullying can be lessened within the school premises through positive discipline approach.	Demonstrate different ways by which incidences of various forms of abuses, violence, discrimination, and bullying can be lessened within the school premises through positive discipline approach.
Module 4, Session 2	Provide analysis of the reasons of why child behave as they do; and	Explain the reasons why children behave as they do; and
	Identify most appropriate positive approaches to child discipline in handling children's misbehavior.	Determine most appropriate positive approaches to child discipline in handling children's misbehavior.






Module 4, Session 3	1. Find causes behind unacceptable behavior and offer options to solve the problem;	Identify causes behind unacceptable behavior; and
	2. Encourage students to be punctual in coming to school	Recommend options to solve the problem; and
	3. Give words of encouragement and inspire students to value education	This is not a learning objective; not what can be achieved after the session. This is a possible outcome if participants take into heart what they have learned.
	Explain the advantages of coming to school prepared;	Retain
	Demonstrate the value of honesty	Retain
Module 5	1. Identify and utilize service providers' strengths and weaknesses to promote and advocate positive approach to child discipline in the community;	1. Utilize service providers' strengths to promote and advocate positive approach to child discipline in the community;
	3. Enumerate the prevalent discipline practices and their respective causes and effects in the community;	Enumerate the prevalent discipline practices;
		Enumerate the causes and effects of prevalent discipline practices in the community;
	Translate the negative practices into positive and non-violent approaches;	Retain
	5. List the service providers and their roles in advocating positive and nonviolent discipline in the community.	6. Determine the service providers and their roles in advocating positive and nonviolent discipline in the community.





Module 5, Session 1		
	3. Demonstrate one's strengths and weaknesses to promote and advocate positive approaches to child discipline.	3. Demonstrate one's strengths to promote and advocate positive approaches to child discipline.
Module 5, Session 2	2. Enumerate the different punishments and disciplinary practices, and their causes and effects, that are prevalent in the community;	
	2. Enumerate the different punishments and disciplinary actions that are being practiced;	
		3. Enumerate the causes and effects of punishment and disciplinary actions that are prevalent in the community;
	List the key service providers and their roles in advocating positive approach to child discipline in the community.	Determine the key service providers and their roles in advocating positive approach to child discipline in the community
Module 5, Session 3	1. Document and cite reportable cases of corporal punishment that are being practiced in the community to appropriate authorities.	Document reportable cases of corporal punishment that are being practiced in the community.
		Cite reportable cases of corporal punishment that are being practiced in the community to appropriate authorities.





Module 5 Session 4	Identify indigenous practices that promote positive discipline in the community;	Describe indigenous practices that promote positive discipline in the community;
	2. Tell how, why and when is it done; and	By replacing “Identify” with “describe”, this objective is already addressed; hence it can be deleted
	3. Come up with a plan/ activity to promote and advocate indigenous practices.	Develop a plan/activity to promote and advocate indigenous practices.

The material clearly states what participants will know and be able to do as a result of participating in the FDS. The coverage of the manual is deliverable within the allotted time. Although references were listed, most of them were not integrated properly into the lesson content. Hence, it could be difficult to check for accuracy of statements and facts.

11.2. Structure

The manual scored Very satisfactory with an average rating of 80% in structure. All modules encourage participation through group discussions and activities. Only Module 1 has alternative activities. Most of the topics are within the learning capacities of the participants except for the laws and declarations in Module 1, which could be overwhelming for them. Facilitator should thus ensure that such topics are simplified and presented in a manner that interests the beneficiaries.

The objectives form the outline or agenda for the training and the activities reinforce the learning objectives. The material teaches participants the necessary life skills on to how parents, caregivers, community leaders and service providers could respect, uphold, promote and protect children’s rights. Moreover, life skill on how they can practice positive child discipline approaches in the home, school and the community are also taught. It can be said that the content planned for each objective is necessary and sufficient to teach the needed skills.

The manual was designed to be interactive that allows learners to engage in various activities and exercises such as singing songs, role playing, drawing, playing games, etc.

11.3. Visual Design

The Module scored Excellent with an average rating of 100%. The layout of all modules is good. The caricatures used in the manual are appealing and appropriate, as well as consistent throughout the modules. Font/s and font size used are easy to read. Bullet points were used to help facilitators see important information. White spaces are present in between chunks of ideas and other logical groupings.



11.4. Relevance and Practicability

The Module scored Excellent with an average rating of 97.78% since it encourages the use of local resources. It also discusses topics applicable to everyday life. It uses local examples that are interwoven. The topics in the Module are appropriate for the intended participants. The material addresses both the social and economic challenges the participants face. It is also appropriate to the local context. The examples and case stories used by the facilitator are relevant to the beneficiaries' needs and experiences.

11.5. Coherence

The Module scored Satisfactory with an average rating of 80% in coherence. In general, the session topics and contents are interconnected or closely linked with one another and organized in a logical order. There are no evaluation questions seen in the module, however, questions were for data gathering or processing. Nonetheless, learning objectives and content are aligned.

11.6. Understandability

The Module scored Excellent with an average rating of 100% in understandability. All modules are generally easy to understand. New terms and concepts were defined and explained. There are only few errors in grammar and mechanics.

11.7. Ease of Use/Delivery

The Module scored Excellent with an average rating of 100%. All modules are easy to deliver as instructions for the facilitator are clearly stated. The facilitators are given enough tips and suggestions to facilitate effectively and efficiently all lessons.

However, the Module does not give references where facilitators can obtain additional information on the topic. The Module specifies the skills and expertise needed to present the FDS.

This Module has facilitator notes. These notes provide a rich source for additional readings.

A.2 Key Informant Interviews with Facilitators

Key Informant Interviews (KIIs) were conducted in selected areas. One facilitator for each area was interviewed to assess the FDS modules. Data gathered from these KIIs were collated. Thus, these were analyzed for patterns or similarities in the way the facilitators view the modules. The facilitators to rate the FDS modules' content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use and delivery using a scale from 1 to 5, (1-poor, 2-fair, 3-satisfactory, 4-very satisfactory, 5-excellent). The modal score for each criterion was then derived from the answers to the attitude scale (Table 26).





Table 26. Facilitators' assessment of the FDS modules.

Criteria	Modal Score	Qualitative Description
Content	4	Very Satisfactory
Structure	4	Very Satisfactory
Visual Design	4	Excellent
Relevance and Practicability	5	Excellent
Coherence	4	Very Satisfactory
Understandability	4,5	Very Satisfactory, Excellent
Ease of Use/Delivery	4	Very Satisfactory

Facilitators' assessment of the modules in terms of content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery ranged from 3 to 5, which is Satisfactory to Excellent. No one gave a score lower than 3. Most of the facilitators found the modules very satisfactory to excellent.

1. Content

According to the facilitators from Pasig and Iloilo, the contents of the modules facilitate learning and increase beneficiaries' knowledge. They rated FDS modules' content Satisfactory to Very satisfactory since it is precise, and able to capture the objectives. Most of them gave it a Very satisfactory rating for it contains all the necessary salient points and covers almost everything. At the same time, it is also able to contextualize the topics for the beneficiaries' understanding. They said that the FDS modules are very educational.

On the contrary, it was also noted that the content of the modules focused more on the process—what to do and how to conduct the FDS—and were a bit lacking in terms of content. Facilitators still need to research on the topics that they are to discuss in the sessions. As explained in San Juan, around 2% of information discussed in the FDS is added by the Municipal Link in the form of trivia.

A more comprehensive content would be useful. The facilitators think having something like a 'lecturette' where the topics are discussed concisely would greatly be helpful for them to give more to the beneficiaries. This would also aid the facilitators in answering questions the participants may throw at them. Modifications on the manner a certain topic is taught are made to adjust with the participants' level of competency.

All agreed that the time allotted for each session (2-3 hours) is enough to deliver the modules. The first hour is used for preliminaries. This includes getting the attendance, providing updates in the program, and discussing issues and concerns of beneficiaries. The rest of the time is used for discussion. This usually runs for one to two hours. Sometimes sessions are dismissed early. Other times, it gets extended, especially when the beneficiaries have many queries or concerns or if many are late. The facilitators believe it is best to finish the session within two hours because the beneficiaries also have work to do and / or babies to attend to.





2. Structure

In all the areas visited, almost all facilitators rated the FDS modules' structure Very satisfactory. The facilitator in Kiamba even rated the modules Excellent. According to them, the structure of the modules is one of the strengths of the FDS. With the modules' structure, the facilitators are guided appropriately for it is very easy to follow because it is well-organized. The topics and objectives are stated first. Then these are followed by a guide on how to conduct the FDS for a certain topic. The modules also have suggested activities for the facilitators' reference. In addition, the flows of the FDS were described as engaging and fun because of its structure.

On the other hand, alternative materials could have been suggested for the benefit of the lecturer or resource person. They want to encourage the use of indigenous materials, especially those that are readily available within their area. There are also little to no evaluation tests provided in the modules to gauge the participants' learning in each session. The facilitators, however, are able to do so by having recitations, quizzes, assignments, reporting, reviews, re-caps, and group sharing activities. The beneficiaries also keep a journal or tala-arawan where they write their learning. This is also checked by the facilitator every after each session.

3. Visual Design

In terms of visual design, the KIIs in all the areas visited rated the FDS modules from Satisfactory to Excellent, with Very satisfactory as a modal score. Visuals supposedly enhance the understanding of facilitators on a certain topic. These enhance the learning of the beneficiaries and aid the facilitator in delivering the lessons better. In some cases like in ECCD, the facilitators still need to make a simpler illustration for the beneficiaries. The visuals for that particular module would be a bit hard to understand if one has no background in the medical field.

There are modules with relevant pictures, while some do not have photos. But in any case, the facilitators said it is fine, since the modules are for their use only. The design and layout are also alright according to the facilitators.

There are mixed views about the visuals used in the Gabay module: some facilitators suggested that the visuals in the Gabay be enhanced. However, other facilitators see no problem with it. Nonetheless, there is always room for improvement.

4. Relevance and Practicability

The facilitators' ratings on the relevance and practicability of the FDS modules range from 3 to 5 or Satisfactory to Excellent. Most of them answered Excellent, because the topics discussed were about families, communities, and the self which are very relevant and relatable for the participants. They consider this aspect to be strength of the modules. The participants appreciate the discussions more. The beneficiaries can easily understand what





is being taught in family development sessions since they have experienced it first-hand and most certainly because they can apply it in their lives, families, and self.

The beneficiaries are also given examples – from the module or from the facilitators themselves (as being practiced in Zamboanguita)- that are true to life so that they can easily relate to them. One good example is found in the module Active Citizenship where one has to follow traffic rules, practice proper garbage segregation, etc. It can also be noted that examples found in the module are in general form since the facilitator strategizes in drawing out answers from the beneficiaries.

Although examples are already given in the modules, additional examples could still be used to help emphasize points or clarify certain topics. In Surigao, two important topics discussed in the modules are on disaster and child abuse. The design of the module on disaster (Gabay at Mapa sa Listong Pamilyang Pilipino) was good since it emphasized the need to be always ready and alert whenever there is a disaster, and the need to have knowledge on what to do. CSAP was also found to be helpful due to the prevalent cases of child abuse in their city. This issue is also related to drugs because there are many drug-dependent users whose behavioral problems lead to rape especially in urban cities.

Most of the time, the participants are very active especially when the topic is about family. The reactions and feedbacks from the participants manifest how well they relate to the discussions. Some even cry as they relate to the discussions. According to the facilitators, the beneficiaries said they attend FDS now not only to comply with the conditionalities set by 4Ps but more importantly to learn new things from the sessions. The major considerations in choosing the topics to be discussed are the beneficiaries and what they need to know. The choice of topics is discussed in a staff meeting.

5. Coherence

FDS modules' coherence got a modal score of 4 or very satisfactory as they are organized in a logical manner. The modules are interconnected and have different sessions under them. The topics in a module are also interconnected and correlated. Although the set sequencing of topics serves as a guide for the facilitators, they do not necessarily follow it. They should also consider the timelines of the topics and the needs of the beneficiaries.

Although the sequencing of the topics are alright and related to each other, the facilitators choose the topics to be taught on the needs of the beneficiaries and the situation they are in. For example, in the month of August the government's efforts focused on putting an end to drugs in the country. Thus the topic was then changed to something related and relevant to the war on drugs. In some areas, like in Zamboanguita, the topics of the FDS are dependent on monthly celebrations. For example, July is considered as the "Nutrition month", and thus the topic for that month were Go, Grow and Glow foods. Even so, certain modules such as Early Childhood Care and Development. The ECCD should be taught in a certain sequence since it appears that a topic is a pre-requisite of another. In San Juan, the example given by the facilitator was the CCT bill. The module was the delivered in the order that beneficiaries





can understand. Sequencing provided for these kinds of modules should be followed. These modules usually start from a simple topic to complex one so that the participants would better understand it.

6. Understandability

While the ratings given for the understandability of FDS modules in all the areas visited ranged from 3 to 5 (Satisfactory to Excellent), scores given were mostly (4) Very satisfactory and (5) Excellent.

Newly crafted modules or manuals that are to be used in FDS are rolled out to the facilitators through trainings. Understanding the module or manual would be a bit hard if the facilitators are left to read the manual by themselves because some words are hard to understand. Other facilitators would say that the modules are easy to understand because simple terms and wordings are used in their discussions. Even with variation in their answers, they agreed on one thing—modules written in Filipino, like Gabay, are easier to understand. According to them, it would be better if these modules would be translated to the local dialects.

In Surigao, for example, the facilitator is worried about the terms being used for some are difficult to translate into the Visayan dialect. The other modules, such as the Gabay module, are just fine. Even so, there are still some terms used in Gabay (Tagalog) that are too deep making it difficult to translate to the local dialect.

More importantly, the modules should match the educational attainment or level of competency of the participants and facilitators. Some modules are too much for the participants like those tackling the laws. Although there are some laws (i.e. RA 9262 Violence against Women and Children, RA 7610 Child Abuse, etc.) that beneficiaries can relate to, there are many that the beneficiaries cannot. For example, one of the sessions in San Juan was about the CCT bill and the beneficiaries have a lot of questions after the session. The laws discussed are too technical and even the facilitators had a hard time answering the questions of the beneficiaries. On a positive note, discussions on these stir awareness. The facilitators opened that another way must be found to discuss these topics.

Facilitators have a better understanding of the modules are able to relate to the topics up for discussion. For instance, facilitators who are single or unmarried could not relate to and are having a hard time explaining topics about parenthood and marriage (e.g. family planning, preparing food for the family, child rearing, husband and wife relationship, etc.) due to their lack of experience. Hence, these topics are better taught by people who have experienced these firsthand.

7. Ease of Use/Delivery

The key informants in all the areas visited rated the ease of use and delivery of modules 4 to 5 (Very satisfactory to Excellent) with a modal score of 4. Even with the lack of examples, situations, and case stories, suggested activities for the sessions in the manuals and topics are logically presented. All that is left to do for the facilitators is to conduct additional research



for their discussion plus add examples, case stories, and activities related to the topic they are to discuss. They do not make any other modifications to the manuals except adding ice breakers and translating the manuals to the local dialect for better understanding of the participants. Process-wise, there were no changes.

As part of their preparation for the FDS, the facilitators have to look for a venue to conduct the sessions. They also have to make visual aids and research for other things like pictures, videos, etc. that can help in the discussions. There is a need for a more conducive environment to conduct the FDS effectively. Supply of materials for the facilitators to use would also be greatly appreciated. This includes office supplies, visual aids, flipcharts, references, etc.

According to the facilitators the modules are very practical to use and are in the simplest form without complex topics. For the topics that the facilitators cannot relate well, the discussion on understandability of the manual, the facilitators considered a more participative approach by facilitating a group discussion among the participants where they can share their experiences. The facilitators can always look for partners and/or request a resource person for topics they are not familiar with. However, some still have problems getting resource speakers for topics that are hard to teach like Active Citizenship and Disaster Management. The fact that some topics are hard to teach is exactly why the facilitators believe that there is a need for training before conducting the FDS.

The trainings are conducted by the national and regional FDS focals. For instance, Kiamba had five to seven days training on the Gabay module. In Iloilo, the FDS focal, together with the region's training team, conducted a training and even invited a speaker. Iloilo also had roll outs on Active Citizenship, ECCD, and enhanced FDS Manual. The City Links and Municipal Links together with CSOs take part in these trainings since they should know which method to use in facilitating discussion on a certain topic. The CSOs are volunteers and do not receive any pay or allowance. These facilitators are trained on how to use the modules and how to conduct the sessions. The City Links are required to conduct 10 FDS sessions per month. This also served as their training as facilitators.

A.3. FGD with the Project Beneficiaries

Generally, the FGD participants found the modules easy to understand. According to an FGD participant in Laoag, it is particularly easy if the FDS participants are willing to learn. She said: "We found the FDS modules easy to learn because we were willing to learn."

In addition, the demonstrations and discussions done for each topic made it easy for the participants to comprehend the topics. An FGD participant in Iloilo shared: "The speaker is good at explaining and delivering the discussed topics. We could easily understand his words."

Moreover, the case stories really helped them visualize what was being taught. In Iloilo, the speaker's liveliness also helped the FDS participants to stay focused and interested. "He even





does actions.” With regard to delivery, an FGD participant said she found it lively.

However, the FDS participants sometimes find the modules difficult to understand when these are in English. An FGD participant in Kiamba said: “Sometimes it’s difficult [when the modules are in English]. But as long as [the content] is being explained well to us, it is okay.” The FGD participants in Ternate, Cavite also shared a similar opinion: “We did not encounter any difficulty because the modules were in Tagalog, and all the lessons were explained to us.” For this reason, the FGD participants in Ternate find the topics easy to understand since the medium of instruction used in their FDS is Tagalog. “We did not have difficulty understanding topics in the module, since they were in Tagalog. Also, the lessons were explained in such a way that could be understood by all.”

Likewise, an FGD participant in Zamboanguita said: “Tagalog is better than English. It is easy to understand Tagalog.” Another FGD participant said that since they have limited knowledge on the topics, it could sometimes be difficult to understand them. Personally, however, the FGD participant said that she does not find anything difficult to comprehend for the lessons are delivered in Visayan. “For me, it is easy to understand the lessons. If the lessons will be taught in English, it will be difficult, but since the lessons are delivered in Bisaya, there is no problem.”

Other Positive Comments

The FGD participants said they learned a lot from the FDS modules. An FGD participant in Pasig said: “We gained knowledge and learned ways to enhance this knowledge.” Another FGD participant in Pasig shared: “[We learned that] we should not take what we have learned for granted. It is important to address our children’s dream to finish their studies. We have to respect the children’s rights. Also, we have to prepare for possible disasters.” An FGD participant in Surigao also said that the topic on disaster preparedness is a great help to them.

An FGD participant in Pasig also noted that she found the goals of the modules good. A fellow FGD participant added: “The modules are good because our knowledge on the Pantawid Pamilyang Pilipino Program was improved.”

In Laoag, the FGD participants noted that the lessons were described or have pictures for illustration. Hence, they find it easy to understand and visualize the lessons. Likewise, the FGD participants in Surigao appreciate the use of visual aids and the LCD projector. One participant commented: “It is good if there is an LCD projector.” During the FDS session that was observed in Surigao, the facilitator used an LCD projector and laptop computer to show a video and project his PowerPoint presentation.





Photo1. An FDS in Surigao.

Photo 1 shows the FDS in Surigao where an LCD projector and laptop computer were used to show the video of the Alligator Story that was used for the activity and discussion that day. Photo 2 shows the FDS in Laoag.

FGD participants also appreciate demonstrations and activities that enhance the learning process. An FGD participant in Laoag said: “The facilitator describes and demonstrates for us to better understand [the lessons].” Similarly, one FGD participant in Kiamba shared: “Our facilitator conducts activities and explains the topics when we find the topics difficult to understand.”

The method of explaining and delivering the discussed topics was also very effective for the FGD participants in Iloilo and Zamboanguita. One of the respondents said: “The examples and case stories really help us to visualize what are being discussed. An FGD participant in Zamboanguita added: “Also, when there are [significant and interesting] events in the country, the facilitator uses them as an example.” More so, exercises and games related to the topic were facilitated in Zamboanguita.

Games were also facilitated in San Juan. The FGD participants recounted: “We would first play a game, then an activity follows. Sometimes, we are asked to answer something or participate in group activities like bingo.” The game activities help make the FDS more fun and interesting for the participants.



Photo 2. An FDS in Laoag.

Some Negative Comments

The FGD participants in Pasig, Kiamba, Laoag, Ternate, and Zamboanguita have no negative comments on how the modules were used. However, the participants in Laoag suggested having visual aids when discussing topics. “Jotting down important notes in a blackboard or a manila paper would help.” Meanwhile, the FGD participants in Kiamba recommended the addition of modules in the over-all program. This may imply that participants also want variety in the FDS lessons.

On the other hand, an FGD participant in Iloilo said that some speakers are boring. “Some speakers are boring; they only read word-for-word what is written in the handouts.” Another negative comment is the limited time. Almost all the FGD participants in Surigao agreed that the time allotted for the FDS is insufficient. “The lecture should be for two hours, and there should be one hour and 30 minutes for the activity.” The FGD participants in Surigao noted specifically the module on CSAP that talks about child abuse. According to the FGD participants, there were many topics discussed in this module. They found it difficult to comprehend the topics all at once.

The need for more time in Surigao contradicts what was mentioned in Zamboanguita and Ternate --that the time allotted for facilitating the modules is enough. One respondent in Ternate said: “The time allotment for the FDS is just right. Sometimes the FDS even ends earlier than expected.” This was supported by a comment made by a participant in Zamboanguita: “The time allotted for the FDS is enough -- two hours is enough for us.” On the other hand, a participant in Surigao said that an hour is enough to facilitate the FDS.



In summary, the FGD with selected FDS participants shows that the modules are generally effective in improving knowledge about the Pantawid Pamilyang Pilipino Program and the importance of education and children's rights. The FGD participants also learned relevant lessons such as disaster preparedness. The FGD participants found the facilitation good, especially when visuals are used and examples are given. They also appreciate the demonstrations, games, and activities to make the FDS more fun and interesting. Lastly, there are conflicting views on the time allotted for the FDS. Though some participants said that they want more time allotment, others think the time is enough or should even be shortened.

A.4. Focus Group Discussion with the FDD Staff

An FGD was conducted by the research team with some of the Family Development Division staff on 11 July 2016 at the DSWD National Office in Quezon City. The respondents were (1) Ms. Rica Baniosa, who has been on board the program for six years. She is in charge of the capacity building, proposal making, logistics and finances of the FDD. She also monitors the FDS in Regions VII, IX, and ARMM; (2) Ms. Rem Marcelino has been with the FDD for almost two years. She is in charge of creating the guidelines for monitoring the FDS and in meeting with the various technical groups working in line with the 4Ps. She also monitors the FDS in Regions CAR, NCR and VIII; (3) Ms. Glenda Relova, has been with the FDD for three months (as of the FGD) as a Planning and Development Officer IV (PDO IV). She is in charge of creating the modules for the FDS, coordination with the CSOs and linking with partner agencies. She also monitors the FDS in Regions IVA, V, CARAGA, and XI.

The discussion revolved around the following concepts: existing modules, the process on how modules are formulated, involvement of various stakeholders in the formulation of modules, capacity building for the delivery of modules, the selection of topics to be given in communities, the impact of the FDS on the beneficiaries, the strengths of the FDS, the limitations of the FDS, the improvements for the FDS, and the overall impression on the FDS.

1. Existing Modules

The Gabay is only one main module for the FDS that all areas should tackle. It has sub-modules that were further developed throughout the years. It has the basic elements that every household head should know, it is like their bible.

Supplementary modules also exist. However, these are used as the MLs see fit based on the specific needs of the community. These are on: Persons with Disabilities, ECCD, Disaster, water, sanitation, positive discipline, parenting the adolescent, responsible parenthood, family planning, child sexual abuse.





New supplementary modules on Child Labor and Social Change are currently being developed. Faith-based organizations also make their own modules but not necessarily submitted to DSWD for review.

2. Formulation of the FDS Manuals

A top-down approach is used in formulating the topics for the FDS Supplementary Manuals. Special topics such as the Early Childhood Care and Development (ECCD) were identified by the Technical Working Group (TWG).

A working group is assigned to identify the subtopics under a particular module. They observed that the community needs to have an in-depth discussion on such topic. When the TWG noticed that a concern in CARAGA is mining, so they included a topic on mining. This is their way to conduct a needs assessment.

In the process of module development, the output is always re-routed to the FDD for comments. Then, it will be forwarded to Director Ernestina Z. Solloso and the other bureaus. They shall then make the necessary editions.

Once the edits have been made, the module is then pre-tested in a selected community for a brief time. The MLs will facilitate the demo-session and then they will discuss its effectivity and the elements that need to be enhanced.

Sometimes, an FGD is conducted before a module is made. An example of this is the Youth Development Session Module. This is to know the needs of the youth and their concerns

In the formulation of the first edition of Gabay, the baseline topics were already identified by the FDD staff based on the Parent Effectiveness Session. The FDD visited the communities and conduct an FGD to validate whether or not these topics are actually needed by the beneficiaries. This was the basis for the enhancement of the 2nd and 3rd editions of the Gabay. They recognized the feedback coming from the beneficiaries, implementers, and stakeholders to make the modules better. However, the FGD session is done separately depending on the stakeholders.

In the case of the FGD with the beneficiaries, 8 participants from a particular parent group are randomly selected by the MLs. This FDG is conducted by the FDD staff, municipal link, provincial link, SWO II, Regional representative, and FDS counterpart. However, not all may be present during the FGD. Often times, it will only be the FDD staff who are present.

Aside from the FGDs, information about the household needs are identified through house-to-house spot checks. The FDD staff admitted that each member practice different strategies to monitor the beneficiaries but all of them conduct it quarterly. The modules are also patterned to address the millennium development goals, e. g., the module on hunger and on maternal and child care.





3. Involvement in the Module Formulation

Aside from the observations of the FDD staff, the 4Ps team, and the beneficiaries, there are other stakeholders that help in identifying the topics and design of the modules. They also ask for technical assistance from other organizations. Examples are Stairway Foundation (for Child Sexual Abuse Protection), Plan International (for Positive Discipline), and Inter-SOS (for Active Citizenship). Other NGOs approach the Regional DSWD whenever they want to serve the FDS. The National Program Management Office (NPMO) will give them clearance for the service depending if their topic is not a duplication of the ones already being delivered. The academe is also tapped in making the modules. However, it is the funding agency's choice on whom to commission. One example is the UNICEF's commissioning of UPLB to make the ECCD module. In this case, the FDD has no control over the content.

4. Capacity Building for the Delivery of the FDS

Trainings are given to the FDS workers at the regional and municipal levels on how to interpret the FDS manual and how to conduct the sessions. Trainings were done in 2010, 2011, and 2012. However, trainings are being conducted upon request especially if there are new staff members on board.

Additional trainings occur to introduce a new module. In this case, regional supervisors are given a training about the content of the module and technical assistance. They are then expected to relay the information to the MLs under their care. The new MLs are given a training on the FDS Manual by the SWO III in their first few months of hiring. They are given an orientation on their roles as ML, on the 4Ps operations and on the FDS.

However, it is not necessary that they learn about the FDS Manual (Gabay) first. It may be that they first learn about the planned topic or module for the month that they came in so that they can immediately begin facilitating the modules. The MLs are expected to have the initiative and be proactive in their roles. They are expected to be critical in identifying the needs of the community so they can decide which modules to cover, conduct additional research to supplement the modules, and deepen their knowledge about the topic, and be creative in livening up the session to make discussions more interesting.

5. Selection of Topics to be Discussed in the FDS

Selecting the topics to be covered per area is on a case-to-case basis. It depends on the needs of the community as seen by the Municipal Link and the rural health officer. They are partners in deciding what topics to choose and how to accomplish them.

At other times, the topic emanates from the beneficiaries as they voice out their concerns or write them down in their tala-arawan. For example: the topic will be on health when an epidemic arises in the community (example: in Samar). To clarify matters, a quarterly FGD is conducted with the Parent-Leaders and Municipal Link on the issues that they believe should be discussed in the FDS. This information goes up the line: to the Municipal Link, CSO, SWO III, Provincial Link, FDS Focal, Regional Office, and then to the National Office.





Sometimes, the topic to be discussed in a particular session depends on the expertise of the CSO. At other times, it depends on the national themes that are celebrated each month. For example, Brigada Eskwela in June, Nutrition Month in July, and Disaster Preparedness Month also in July.

If in case the ML decides to change the sequence of topics (from what is in the Gabay sequence), the FDS Focal must be informed about this.

The MLs are expected to follow the content of the FDS manual (Gabay). However, they are encouraged to combine the contents of the related supplemental modules to deepen the discussions.

6. Impact of the Modules on the Beneficiaries

The FDD staff reported that they ask the beneficiaries what they have learned from the FDS whenever they have their FGD. Aside from this, they also read the beneficiaries' tala-arawan (journal). The FDD staff noticed that the mothers were able to rationalize things and were able to note the topic that strikes them the most. They seem to gain self-confidence, critical thinking, and a sense of community.


In terms of Health and Nutrition in the Mindanao area, the beneficiaries have learned about the importance of taking a bath and the value of visiting the Barangay Health Center. Other areas of interest are family planning, identifying the desired family size, and the available public welfare services.

The mothers also learned about husband-wife relationships and the rights of women and children ("hindi pwedeng basta basta na lang kang bastusin"). They gained the confidence to seek for help and knowing that they can do something. They also feel that their presence as a person is acknowledged. They feel empowered and that they value their existence.

The FDD Staff believe that the FDS has helped bridge the social adequacy of the beneficiaries and raise their social responsibility. They were also able to share with the non-beneficiaries the lessons they have learned in the FDS. For example, when a group of beneficiaries learned that their neighbor was physically abused by her husband, they suggested that she report this to the authorities.

The FDD staff also believe that the FDS also caused a sense of hunger among the beneficiaries for more knowledge, especially among the parent-leaders. They keep on attending so that they learn more things, especially on laws and policies. There were beneficiaries who wanted longer hours of sessions (more than two hours) or additional session per month (more than once a month) as voiced out by those from Region 4A.





Early on, the beneficiaries attend the FDS simply to comply for the cash pay-out. As the years go by, however, the beneficiaries see the FDS as an enjoyable venue for them. They have already built rapport, sense of belongingness, empowerment, solidarity, and support for one another.

To quote a beneficiary: “Yan lang ang time namin para magsama-sama kami” (“This is the only time that we gather as one community”). They now seem to take pride in being 4Ps beneficiaries. They were observed to proudly wear their group t-shirts. They claim ownership of their membership by saying: “Ito, akin ito” (This gift is mine).

They added that many beneficiaries were saddened by the thought that the FDS may end in the future. This positive outlook on the FDS is also reflected by a high attendance report in various areas: 90-100% in Mindanao and 70% in Region IVA.

7. Strengths of the FDS Modules

The FDD staff take pride in the FDS format for it is well thought of and well designed. They believe that the energizing activities at the start of the sessions are the best feature of the FDS. Games or activities, related to the topic motivate the beneficiaries to participate and have fun while learning instead of simply sitting down to listen.

Its another strength is the facilitative nature. The ML or resource speaker does not only teach but also draw personal experiences to enrich the discussion. The informality of the sessions allows more room for cultural nuances and personal creativity of the ML to be injected in the style of presenting the topic. The unstructured atmosphere makes the sessions less predictable. This intrigues the beneficiaries and making them look forward to the next sessions.

The simplicity in topics presented was also considered by the FDD staff as a good feature of the modules. They believe that this enables the beneficiaries to understand the topics using their own language or level of understanding.

The local materials and metaphors used in the discussions are also familiar to the beneficiaries, making the topic more relatable to them. One example is the use of envelopes for the lesson on financial management. The MLs are challenged to be creative and resourceful.

8. Weaknesses of the FDS Modules

The FDD staff noticed that some topics need to be elaborated further so these need more hours or sessions. They believe that this will help the beneficiaries understand better the lessons and give more opportunities for openness within the community. An example of a topic that needs more comprehensive sessions is CSAP.

It was suggested that the sessions be held for 3 hours instead of only 2 hours. They noted that the first two hours is for the activity and discussion and the remaining hour will be for



administrative concerns like compliance, submissions of forms, and clarifications related to the CCT. However, the FDD staff acknowledge that such a move should be consulted with the beneficiaries first as this may be an additional concern for areas with low compliance.

Low compliance in some FDS areas was identified as a problem. Some concerns beneficiaries would rather focus on livelihood, household, and child care instead of attending the sessions.

It was suggested that a raffle be conducted to entice the beneficiaries to attend. However, the FDD staff think that such strategy will defeat the purpose of the FDS wherein they should be intrinsically motivated to attend for the good of their family.

Often times, mothers do not get to attend the FDS because they have to look after their young children. To respond to this concern, breastfeeding mothers are allowed to bring their infants during sessions. However, the mothers are distracted from listening to the talks and participating in the activities as their infants would often fuss and cry during the session.

For mothers with toddlers, there are CLs and MLs in certain areas who formed a children's play group adjacent to the session hall so that the mothers can concentrate on the FDS. NCR did this -- a division assigns Child Facilitators.

Other reasons for low compliance are: (1) some beneficiaries would rather choose to go to work in the factories near their homes or communities in industrial areas; and (2) IP beneficiaries are obliged to join community cultural gatherings such as traditional weddings wherein everybody helps in the preparations.

9. Topics that should be Included in the FDS Modules

The FDD staff suggested that there should be a module on Child Labor and Human Trafficking. These topics are only lightly discussed under the module on Children's rights. It was also recommended that a module on Child Sexual Abuse Prevention be made more in-depth such as spotting red-flags among children, knowing the process of reporting abuse cases, and identifying the people within their community who can respond to such cases.

Other suggested topic for the FDS is skill enhancement for employment, livelihood opportunities, and entrepreneurship. However, these topics are under another division which is the Sustainable Livelihood Program (SLP). The FDD staff would want an introductory session since not all the beneficiaries can avail of the SLP.

Another topic that was suggested is community organizing to help systematize the mobilization within the community.





10. Overall perception

The FDD staff believes that the modules are valuable in achieving the goals of the FDS. This is evidenced by the positive change in attitude, behavior, and self-image in many of the beneficiaries across the nation. The staff expressed their desire that new modules be formulated so as to tackle issues that the Filipino families face, especially on the economic side.

B. Assessment of the FDS Modules' Relevance to the Program Goals and Objectives

B.1. Desk Review

A matrix analysis was done for each module to assess the FDS modules' relevance to the program goals and objectives (Table 27). In this matrix analysis, it was determined if module's objectives contribute to the achievement of the FDS goals and objectives or not.

For the scoring, each of the module objectives is mapped against the FDS Goals and Objectives. For every YES answer, a point is given. For example, Module 1 of Gabay has four objectives. If all four objectives are mapped against the 12 FDS goals and objectives the possible score will be 48 (all YES).

The score of the three modules were totaled to get the score for the Gabay, e. g. for Module 1 (38/48); Module 2 (83/120); and Module 3 (31/36), for an overall score of $152/204 = 74.51\%$ (Satisfactory). The same process of scoring was done for all the modules.

The same rating scale from the previous assessment was used.

Score	Adjectival rating
<60	Poor
60-70	Fair
71-80	Satisfactory
81-90	Very satisfactory
91-100	Excellent

The researchers, however, caution the readers that a poor or fair rating of the module does not imply that it should be discontinued. All the identified modules complement each other in order to contribute to the overall program FDS goals and objectives.

It could be that some modules are specialized for a particular concern. For example, the Child Sexual Abuse Prevention Module for Parents rated low in objectives related to health and nutrition.





Table 27. FDS Goals and Objectives.

FDS GOALS	
Goal 1	To capacitate the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly to the health, nutrition, education and psychosocial needs of their children
Goal 2	To promote community participation and involvement in special activities on the promotion and advocacy of human rights and welfare and other family enrichment activities at the municipal/barangay level
FDS OBJECTIVES	
A	To deepen their understanding as a household beneficiary and encourage peer support and monitoring for improvement of their compliance to program conditionalities
B	To enhance basic knowledge and skills of household grantees on familial and parental responsibilities
B1	To create awareness and understanding of their own self in relation to one's roles in the family and as a household beneficiary
B2	To enhance knowledge and skills towards preparing and providing care for the family particularly on the health and education of their children
B3	To enhance knowledge and skills towards preventing and keeping the family safe especially in times of disaster, both natural and man-made, and prevent family from any forms of abuse
B4	To enhance knowledge and skills towards strengthening parent-child relationship as well as responding to the threats on the rights and stability of children
B5	To provide knowledge on proper and efficient family resource management
C	To educate, promote and inculcate positive values and attitudes in the individual, family and community, especially on the rights and welfare of women, children, IPs and PWDs
D	To promote and reorient household beneficiaries on families being able to relate with and participate in the community
E	To strengthen household capacities in networking, cooperation, collaboration and accessing of support services
F	To provide a venue/strategy to monitor the progress of the interventions in preparation for their transition and completion of the five-year program period





Following are the findings of the analysis per module.

1. Guide to Filipino Family Development

Guide to Filipino Family Development, otherwise known as the Gabay, got a 74.51% rating, which is Satisfactory with regard to its relevance in meeting the FDS goals and objectives (Table 28).

Almost all the objectives in Module 1 contribute to the goals and objectives of the FDS Program with a rating of 94.93%. This is supported by Module 1 that presents an overview of the Pantawid Pamilyang Pilipino Program, which directly meets the FDS program goals and objectives. Objective B2 was able to contribute to almost all of the goals and objectives with a rating of 96.22%, the highest rating garnered by Gabay.

Table 28. Gabay's relevance to the FDS program goals and objectives.

Module	Score
1	38/48
2	83/120
3	31/36
Total	152/204
Rating	74.51%

The module in general, contributes to the goals and objectives of the FDS program. However, Module 2.2 contributed poorly with a rating of only 55.61%.

Furthermore, 95.14% of the manual objectives contribute to capacitating the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly for the children's health, nutrition, education and psychosocial needs or Goal 1 of the FDS program.

Upon analyzing the module, three objectives failed to contribute: Objective A (with a rating of 43.78%), Objectives D (with a rating of 58.38%) and Objective F (with a rating of 48.11%).

Objective A deals more with deepening the understanding of the household beneficiaries as they encourage each other and improve their compliance to the program's conditions, whereas Gabay's topics, on the other hand, extend from the Pantawid Program to the self, family, as well as the community.





2. Parenting the Adolescent Manual: A Training Guide

The Parenting the Adolescent Manual (PAM) got a Satisfactory rating of 74.23% for its relevance to the attainment of the FDS program goals and objectives. Table 29 shows the PAM's relevance to the FDS program goals and objectives.

Table 29. PAM's relevance to FDS program goals and objectives.

Module	Score
1	63/84
2	66/72
3	100/108
4	69/108
5	99/168
6	84/108
Total	481/648
Rating	74.23%

All module objectives contribute to the achievement of Goal 1 and the Objectives B2, B4, and B5. This is to capacitate the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly on health, nutrition, education, and psychosocial needs of their children. They have to enhance knowledge and skills towards preparing and providing care for the family particularly on the health and education of their children; to enhance knowledge and skills towards strengthening parent-child relationship as well as responding to the threats on the rights and stability of children; as well as to provide knowledge on proper and efficient family resource management.

Furthermore, 61.11% of the manual objectives contribute to promoting community participation and involvement. This is particularly on the special activities promoting and advocating for the human rights and welfare and other family enrichment activities at the municipal/barangay level or Goal 2 of the FDS program.

More than half of the manual objectives—77.78%, 92.59%, and 98.15% of the said objectives—contribute to Objectives B1, B3, and C, respectively. It can be said that the module is relevant to the achievement of the FDS program's goals and objectives.

The 25.77% of the objectives that do not contribute to the achievement of the FDS program's goals and objectives refers to those not contributing to Objective A (53.70%), Objective D (57.41%), Objective E (50%), and Objective F (90.74%).





3. Manual on Effective Parenting

The Manual on Effective Parenting (MEP) got an 81.01% rating, or very satisfactory, in terms of its relevance to the attainment of the FDS program goals and objectives.

Table 30. Manual on Effective Parenting's relevance to the FDS program goals and objectives.

Module	Score
Module 1	40/72
Module 2	39/60
Module 3	168/240
Module 4	103/120
Module 5	99/108
Module 6	122/156
Module 7	416/468
Module 8	73/96
Module 9	58/60
Total	1118/1380
Rating	81.01%

Almost all the learning objectives in the Manual contribute to the FDS program goals and objectives, except for Module 1, because it focuses more on the individual.

On the other hand, almost all the modules in the Manual contributed to the achievement of Goal 1. These modules help capacitate the household beneficiaries, especially parents, to become more responsive and active in performing their parental roles particularly on the health, nutrition, education and psychosocial needs of their children.

Moreover, all the objectives of Module 9 contribute to the goals and objectives of the FDS program with a rating of 96.67%. Only objective 1 of Session 1 and Session 2 were not able to contribute because these explain the importance of protecting the environment and community, along with teaching the importance of home-based waste management. These do not have a direct relation to the goals and objectives of the FDS program.

The manual got an excellent rating because it met Objective B1 (98.26%), Objective B2 (92.17%), Objective B3 (91.30%), Objective B4 (94.78%) and Objective C (97.39%).

Objectives B1 to B4 discuss the beneficiaries' roles in familial and parental responsibilities, which is the purpose of the Manual on Effective Parenting. The Manual clearly meets Objective C to educate, promote and inculcate positive values and attitudes in the individual, family and community, especially on the rights and welfare of children.





Moreover, Module 1 entitled “Myself as a Person and as a Parent” also clearly meets Objective B1 since it creates an awareness and understanding of the beneficiaries in relation to their roles in the family and as a household beneficiary.

4. Appreciating Early Childhood Care Enrichment or Early Childhood Care and Development (ECCD) Module

The Appreciating Early Childhood Care Enrichment or Early Childhood Care and Development Module (ECCD) got a 96.11% rating, which is Excellent in terms of its relevance to the attainment of the FDS program goals and objectives.

Table 31. ECCD module’s relevance to FDS program goals and objectives.

Module	Score
Module 1	56/60
Module 2	46/48
Module 3	71/72
Total	173/180
Rating	96.11%

Almost all the learning objectives of the ECCD Module contributed achieving the FDS program goals and objectives. The Module, however, was not able to meet Objective F, which is to provide a venue to monitor the progress of interventions in the program.

On a positive note, the module was able to contribute to Goal 1, which is to capacitate household beneficiaries, especially parents, to become more responsive and active in performing their parental roles especially in providing for the health, nutrition, education and psychosocial needs of their children.

The specific objectives are Objective B1--to create awareness and understanding of themselves as parents in relation to their roles in the family and as a household beneficiary; Objectives B2 to B4 -- to enhance knowledge and skills in providing care for the family particularly on the health and education of their children; preventing and keeping the family safe especially in times of natural and man-made disaster, and preventing family from any forms of abuse, and strengthening parent-child relationship, and as responding to the threats on the rights and stability of children. Moreover, Objective C aims to educate, promote and inculcate positive values and attitudes in the individual, family and community, especially on the rights and welfare of women, children, IPs and PWDs.

Once parents are aware that early childhood experiences impact their child’s development; these encourages them to add more positive experiences within and outside of the home. This increases their participation in community activities because they know how to better handle their children in various situations as stated in Goal 2. Moreover, parents will be





encouraged to consult with one another and with counselors or teachers on the appropriate methods to communicate with their child, as stated in Objectives D and E.

5. Family and Community Based Disaster Manual (First Edition)

The Family and Community Based Disaster Preparedness Manual (FCBD) also got a Satisfactory rating of 74.28%. This shows it is relevant to the attainment of the FDS program goals and objectives.

Module 1, however, was not included in the evaluation because its objectives are only to (1) establish camaraderie among participants and trainer; (2) agree on expectations for the trainings; and (3) orient participants on the mechanics and content of the training which are very introductory.

Table 32. FCBDP Manual's relevance to FDS program goals and objectives.

Module	Score
Module 2	34/48
Module 3	27/36
Module 4	36/48
Module 5	45/60
Module 6	27/36
Module 7	18/24
Module 8	18/24
Total	205/276
Rating	74.28%

Every learning objective contributes to Goals 1 and 2, and Objectives B2, B3, B4, B5, and E. In addition, majority of the learning objectives also contribute to Objectives C and D.

Only Module 2's third objective does not contribute to educating, promoting and inculcating positive values and attitudes in the individual, family and community, especially on the rights and welfare of women, children, IPs, and PWDs (Objective C); and reorienting household beneficiaries on families being able to relate with and participate in the community (Objective D).

However, there are some learning objectives that do not contribute at all to some of the program goals and objectives. Upon careful examination of the manual's objectives, it appears that none of the learning objectives contribute to deepening the beneficiaries'





understanding as a household beneficiary and encourage peer support and monitoring for improvement of their compliance to program conditionalities (Objective A); creating awareness and understanding of their own self in relation to one's roles in the family and as a household beneficiary (Objective B1); and providing a venue/strategy to monitor the progress of the interventions in preparation for their transition and completion of the five-year program period (Objective F).

Nonetheless, this is only a small portion of the whole. In general, all learning objectives are relevant to the FDS program and contribute to its goals and objectives.

6. Active Citizenship Module

The Active Citizenship Module (ACM) is very satisfactory with a rating of 82.22% in terms of its relevance to the attainment of the FDS program goals and objectives (Table 33).

Table 33. ACM's relevance to the FDS program goals and objectives.

Module	Score
Introduction	3/12
Session 1	13/36
Session 2	24/24
Session 3	36/36
Session 4	12/12
Session 5	60/60
Total	148/180
Rating	82.22%

Almost all the learning objectives of the Module contribute to the goals and objectives of the FDS program. Sessions 2, 3, 4, and 5 had perfect scores on their relevance to the program's goals and objectives. However, the third objective in the introduction part and the first objective in Session 1 only contributed to achieving Goal 2, Objective C, and Objective D of the program.

Session 1 Objective 2 talks about analyzing the situation of the participants' community. It does not contribute to capacitating the participants to become more responsive and active in performing their parental roles and responsibilities, particularly to the health, nutrition, education, and psychosocial needs of their children or Goal 1 and the whole of Objective B of the program. It also fails to help in improving of the participants' compliance to program conditionalities. Similarly, Objective 3 of Session 1 does not contribute to Goals 1, 2, and Objectives B1 to B5 as well.





7. Manual on Disabilities

The Manual on Disabilities scored excellent with an average rating of 98.19% in the matrix analysis of the module vis-a-vis its relevance to the program's goals and objectives. Table 34 shows the Manual on Disabilities' relevance to the FDS program goals and objectives.

Table 34. Manual on Disabilities' relevance to the FDS program goals and objectives.

Session	Score
Introduction to the Module	59/60
1	35/36
2	33/36
3	36/36
4	36/36
5	36/36
6	36/36
Total	271/276
Rating	98.19%

The module generally contributes to the FDS program goals and objectives. However, there were three objectives in Session 2 entitled Ang batang “At-Risk” that fail to contribute in promoting and reorienting household beneficiaries on families being able to relate with and participate in the community (Objective D). Moreover, Objective 1 found in the introduction to the module and Session 1—does not contribute in providing a venue or strategy to monitor the progress of the interventions in preparation for their transition and completion of the five-year program period (Objective F). Nevertheless, this is not exactly a negative aspect of the module for this objective aims to define the term “kapansanan,” which is necessary for the discussion.

8. eFDS on Proper Sanitation Behaviors (WASH Module)

The WASH module, with regard to its relevance to the program's goals and objectives, scored poor with a rating of 36.11%, as it failed to contribute to most of the program objectives: Objectives A, B1, B4, B5, D, E, and F. Table 35 shows the WASH Module's relevance to the FDS program goals and objectives.



**Table 35. WASH module's relevance to the FDS program goals and objectives.**

Module	Score
1	13/36
2	13/36
Total	26/72
Rating	36.11%

The WASH module only satisfied Goal 1 and Objectives B2, B3, and C. On a positive note, this means the WASH module is relevant in capacitating the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly in terms of health and sanitation.

In addition, Module 1 and Module 2's third objective were able to contribute to promoting community participation and involvement in special activities which promote and advocate human rights and welfare and other family enrichment activities at the municipal/barangay level or Goal 2.

9. Child Sexual Abuse Prevention Module for Parents

The Child Sexual Abuse Prevention Module for Parents (CSAP-P) scored poor with a rating of 53.16% with regard to meeting the FDS goals and objectives. It fails to contribute to most of the program objectives, namely: Goal 2 - 25%, Objective A – 0%, Objective B5 – 0%, Objective D – 25%, Objective E – 25% and Objective F – 0%. Table 36 shows the CSAP-P's relevance to the FDS program goals and objectives.

Table 36. CSAP-P's relevance to the FDS program goals and objectives.

Introduction	20/36
1	5/12
2	12/24
3	13/24
Total	51/96
Rating	53.16%

The Module does not contribute to three objectives. These are: Objective A, to deepen their understanding as a household beneficiary and encourage peer support and monitoring for improvement of their compliance to program conditionalities; Objective B5: to provide knowledge on proper and efficient family resource management; and Objective F: to provide a venue/strategy to monitor the progress of the interventions in preparation for their transition and completion of the five-year program period.





On the other hand, CSAP-P was able to meet Goal 1, Objectives B2 to B4; and Objective C, with ratings of 100%, 62.50%, 100%, 100% and 100%, respectively. This means that the module is relevant in capacitating the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly in terms of health, nutrition, education and psychosocial needs of their children; enhancing knowledge and skills on providing care for the family particularly on the health and education of their children; for enhancing knowledge and skills on preventing and keeping the family safe especially in times of natural and man-made disasters, and from any forms of abuse; and lastly, on educating, promoting and inculcating positive values and attitudes in the individual, family and community, especially on the rights and welfare of women, children, IPs and PWDs.

10. Child Sexual Abuse Prevention Module for Children and Youth

The Child Sexual Abuse Prevention Module for Children and Youth (CSAP-CY) scored poor with a rating of 58.33% with regard to meeting the FDS goals and objectives. Table 37 shows the CSAP-CY's relevance to the FDS program goals and objectives.

Table 37. CSAP-CY's relevance to the FDS program goals and objectives.

Session	Score
Introduction	15/24
1	24/36
2	17/36
Total	56/84
Rating	58.33%

The module does not contribute to Goal 1, Objective B2, Objective B5, and Objective F. Goal 1 aims to capacitate the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities, particularly to the health, nutrition, education and psychosocial needs of their children. Objective B2 aims to enhance knowledge and skills towards preparing and providing care for the family particularly on the health and education of their children. Objective B5 aims to provide knowledge on proper and efficient family resource management. Lastly, Objective aims to provide a venue/strategy to monitor the progress of the interventions in preparation for their transition and completion of the five-year program period.

It is important to note, however, that Goal 1 and Objective 2 are not applicable since they are intended for parents, not for children.

Upon examination of CSAP-CY, only Session 2 of the module failed to contribute to most of the FDS goals and objectives. Session 2 deals specifically with the prevention of child sexual abuse. These are not met by Objective B1, B3 and B4 as well as Objective C. Objective B1 aims to create awareness and understanding of their own self in relation to one's roles in





the family and as a household beneficiary. Objective B3 aims to enhance knowledge and skills towards preventing and keeping the family safe especially in times of natural and man-made disaster, and prevent family from any forms of abuse. Objective B4 aims to enhance knowledge and skills towards strengthening parent-child relationship as well as responding to the threats on the rights and stability of children. Lastly, Objective C aims to educate, promote and inculcate positive values and attitudes in the individual, family and community, especially on the rights and welfare of women, children, IPs and PWDs.

11. Strengthening Filipino Responses in the Home, School, and Community: A Trainer's Manual on Positive Approaches to Child Discipline

The Trainer's Manual on Positive Approaches to Child Discipline attained a Fair rating of 69.12% for its relevance to the attainment of the FDS program goals and objectives. Table 38 shows the PCAD's relevance to the FDS program goals and objectives.

Table 38. PCAD's relevance to FDS program goals and objectives.

Module	Score
1	22/24
2	38/48
3	40/60
4	7/12
5	34/60
Total	141/204
Rating	69.12%

Majority of the manual's learning objectives contribute to the attainment of the FDS program goals and objectives. However, Module 4's objective is not measurable.

The Trainer's Manual on Positive Approaches to Child Discipline also barely contributed to Objective E, which is to strengthen household capacities in networking, cooperation, collaboration and accessing of support services.

The main thrust of the manual is how to help parents, caregivers, community leaders and service providers, more importantly the teachers in enhancing their capacity to practice a more engaging and positive approach of positive discipline.

The manual was able to contribute to Goal 1. It helps capacitate household beneficiaries to become more responsive and active in performing their parental roles, particularly to the health, nutrition, education and psychosocial needs of their children.

The manual was also able to contribute to Objective C because it helped educate, promote and inculcate positive values and attitudes in the individual, particularly to the children with respect to their rights and welfare.





Objectives A, B1, B2, B3, B4 were also contributors because these help the beneficiary parents approach their children positively at home as one of their parental roles. This can help improve the lives of their children, especially the ones they are supporting and sending to school. This also improves their compliance to the program conditionalities.

In summary, the ECCD Module and Module on Disabilities got Excellent ratings; MEP and ACM got Very satisfactory ratings; GABAY, PAM and FCBDP got Satisfactory ratings; PACD got a Fair rating; and WASH, CSAP-P, and CSAP-CY were rated poorly (Table 39).

The researchers, however, caution the readers that a poor or fair rating of the module does not imply that it should be discontinued since all the identified modules complement each other in order to contribute to the overall program FDS goals and objectives. It could be that some modules are specialized for a particular concern.

Table 39. Summary of ratings on the relevance of modules in contributing to FDS program goals and objectives.

MODULE TITLE	NUMERICAL RATING (%)	ADJECTIVAL RATING
Modyul Ukol sa Kapansanan (Module on Disabilities)	98.19	Excellent
Appreciating Early Childhood Care and Enrichment or Early Childhood Care and Development (ECCD)	96.11	Excellent
Active Citizenship Module (ACM)	82.22	Very Satisfactory
Manual on Effective Parenting (MEP)	81.01	Very Satisfactory
Guide to Filipino Family Development (GABAY)	74.51	Satisfactory
Family and Community Based Disaster Manual: First Edition (FCBDP)	74.28	Satisfactory
Parenting the Adolescent Manual: A Training Guide (PAM)	74.23	Satisfactory
Strengthening Filipino Responses in the Home, School, and Community: A Training to Positive Approaches to Child Discipline (PACD)	69.12	Fair
Child Sexual Abuse Prevention for Children and Youth (CSAP-CY)	58.33	Poor
Child Sexual Abuse Prevention for Parents (CSAP-P)	53.16	Poor
eFDS on Proper Sanitation Behaviors (WASH): Modular Session Guides for City/Municipal Links and Parent Leaders	36.11	Poor





B.2 Key Informant Interviews with the Facilitators

Key Informant Interviews (KIIs) were conducted in selected areas. One facilitator for each area was interviewed to give an assessment on the FDS modules in general. Data gathered from these were collated and analyzed for any patterns or similarities in the way the facilitators view the modules.

The facilitators were asked to rate the FDS modules' content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use and delivery. They were also asked if they think the modules are relevant to achieve the FDS program goals and objectives.

All of them gave a positive response. Each session in a module has learning objectives that contribute to the program's goals and objectives. As the facilitators stated, with the process provided in the manuals, the learning objectives will surely be met.

The facilitators believe that the modules do have a big contribution to the success of the FDS. Manuals related to health and nutrition were especially mentioned by the facilitators. Family Planning, Proper Nutrition, Solid Waste Management, Proper Personal Hygiene and Sanitation, and Backyard Gardening are some of the topics under health and nutrition category cited by the facilitators. These back up Goals 1 and 2, and most of the objectives of the FDS program.

According to the facilitators, most areas they handle have a very high compliance rate in terms of going to health centers for monthly check-ups. As they become more knowledgeable on health and nutrition, the beneficiaries, start to drop their unhygienic practices in order to prevent illnesses caused by poor hygiene and sanitation.

The amount of litters in their areas noticeably was lessened if not wiped out. Instead, beneficiaries now observe a clean environment and value their health. More so, beneficiaries also learned to practice proper segregation of waste.

Furthermore, the beneficiaries now try to observe proper nutrition and a balanced diet. Importance of serving breakfasts is also highlighted in the sessions. They were also taught which food items are healthy for their children and which ones should be avoided.

They learned how to properly prepare their food. The beneficiaries were taught not to depend on the market alone for their food. Instead, they learned how to grow their own food in their own backyards. They were trained on gardening and taught how to plant vegetables and other rootcrops. Some areas actually provided communal gardens where beneficiaries can plant their crops.





Besides health and nutrition topics, the facilitators were asked about their thoughts on the relevance of the modules on topics concerning family values, marital relationships, education and psycho-social needs of children, community empowerment, etc. When talking about family values, facilitators in different areas had different things to say.

In Pasig, there are sessions conducted by CSOs that they call “Food for the Soul”. These sessions are for the beneficiaries’ spiritual growth. According to the City Link, after quite some time, the participants started attending Sunday masses. The facilitator interviewed in Kiamba also mentioned beneficiaries going to church with their whole family.

Other values the beneficiaries learned include communicating with their children; having meals together; teaching their children to respect others, especially the elderly; and maintaining peace in the family by having an open communication with each other. The City Links in Iloilo also recognized the importance the beneficiaries give to marriage now. In Iloilo, 218 beneficiaries got married in 2013 and this strengthened the husband-wife relationship of the couples. Hence, FDS on marital relationship had a big impact on them.

It was mentioned that husbands and wives respect each other more. The beneficiaries learned that the key to a harmonious relationship with their spouses is communication. They also learned that husbands and wives share equal responsibility with regards to work, decision-making, and other family activities.

Also, they have learned to give time for each other and talk about their plans for their family, especially about their children. They became knowledgeable on family planning. According to the City Links, the participants were actually able to apply what they have learned on family planning.

On a different note, after knowing the importance of education, the beneficiaries monitor now their children at school. Since children above 15 years old cannot be enrolled in 4Ps anymore, the parent-beneficiaries in Kiamba tend not to send their children to school when the children reach 16.

Now, things have changed and parents try their best to send their children to schools. They know it is their children’s right to go to school and their responsibility as parents to ensure this right. Another example is the situation in Laoag. It was observed that the number of beggars in the streets there was lessened. The facilitator explained that most of these children who beg on the streets are children of 4Ps’ beneficiaries.

Since parent beneficiaries are guiding their children now, they are more eager to send their children to school than just letting them beg on the streets. They now know that their children have rights, too.

As explained in the FDS, children have a right to education and a right to have a registered name. As for the right to have a registered name; some do not bother getting birth certificates for their children. They now understand that having one is important.





The beneficiaries also put more value on time and money since attending the FDS. Instead of loitering around as they usually do, they now use their time to prepare what their children need and other things they have to do at home. They try to manage their money properly by allocating it to necessities instead of using it for vices (e.g., drinking).

One of the most important things the facilitators think the beneficiaries gained from the FDS is learning how to properly discipline their children.

The FDS also tackles how to deal with growing children. City Links shared that cases of abuse and violence against women and children in Laoag and Pasig were corrected and lessened as the beneficiaries were more aware of the laws that can protect them from this and the places they can go to when there are incidences of violence.

For community empowerment, on the other hand, the beneficiaries became more participative in barangay activities such as barangay assembly, clean-up drives, Brigada Eskwela, and SM foundation scholarship medical missions, “unang ngipin”, and even fiestas.

A group of 4Ps beneficiaries even volunteered to be watchdogs during the 2016 elections in order to lessen the incidences of vote buying. Active citizenship module had a big influence on this as it emphasized the participants’ role in the society, not only as 4Ps beneficiaries, but as members of the community.

The beneficiaries’ knowledge on Disaster Management, VOWC, and Urban Gardening also help in empowering the community. Now, beneficiaries know what to do in times of disaster and even share it to their neighbors who are not 4Ps beneficiaries. “Bayanihan” can be observed especially during these times.

Based on the facilitators’ responses, many beneficiaries are empowered by the FDS. The sessions help the participants to be in the same level with other beneficiaries. According to them, these are evident in their household visits and in the feedbacks of the beneficiaries regarding the FDS.

The beneficiaries also join organizations, skills trainings, and seminars. Many are even elected as barangay officials. Many of them also do volunteer work in their respective barangays. This is a big support to the achievement of Goal 2.

When the facilitators were asked if they think there are topics that still need to be discussed, they gave their opinions and suggestions. One said all relevant topics like health and nutrition, family planning, child rearing, and disaster preparedness were discussed already. S/he added though that s/he thinks that the module on disaster preparedness was the most effective.





The facilitator in Kiamba suggested adding topics on human trafficking because there are many cases in their area where people are being victimized by human traffickers. S/he also added that further discussion on drug related topics should also be made because Gabay was only able to provide a brief discussion on the said topic. Another facilitator said that laws should be discussed further including those concerning human rights.

The City Links in Iloilo, on the other hand, hope that plans for Youth Development Sessions would push through. The facilitators said that the beneficiaries also see the need for such sessions for their children because there are many bad habits that need to be broken. The youth, for example, needs to give importance to education more.

To implement these sessions, the facilitators also suggested that parents should also know what would be taught to their children so that their learnings would complement each other. They also believe that these youth sessions would be best facilitated by people who are almost the same age as the youth participants.

C. Customization of the FDS Modules

Customization of the FDS modules implies fitting the modules to the needs of the program beneficiaries. Hence, the right question to ask the beneficiaries during the FGD was: “Aside from what have been covered by the existing FDS modules, what topics they think should be included?”

The results of the FGDs and KIIs revealed that the following topics need to be strengthened: response to terrorism, spirituality, child protection, drug prevention and awareness, livelihood education, and financial management.

Response to Terrorist Incident

An FGD participant in Surigao mentioned that responding to terrorist attack be added to the topics to be discussed in the FDS module. The participants should be equipped with the necessary skills that may help them protect themselves from the said harm.

Spirituality

Another respondent suggested that spirituality, particularly having a good relationship with God, be incorporated.

Child Protection

Child protection is one of the aspects which received positive impact from attendance to FDS based on the quantitative findings of the study. It is one of the aspects identified in the focus group discussion among the members of DSWD’s Family Development Division (FDD) needs to be strengthened. “Ako nakita ko yung Child Labor, kaya nga ngayon Ms Rems is working on the Child Labor, kasi sa baba medyo kulang kami sa module on Child Labor.”





The FDD respondents related that while the topic is covered by the Gabay, the discussion is so general. They related that a specific module on child labor be made. According to them, it is already being developed by a commissioned group.

Respondents from the FDD also reported that a comprehensive module on child sexual abuse prevention be developed based on what they have picked up from the grassroots:

“Siguro based on their suggestions din sa baba, gusto nila ng mas comprehensive module on Child Sexual Abuse Prevention, and not only sexual abuse, lahat ng forms ng abuse, especially in recognizing the signs and symptoms, kasi kung hindi nila alam yong signs and symptoms, mawawala yung reporting eh, walang assumptions. Pati yung methods on reporting gusto rin nilang malaman. Kasi parang oo, alam mo na ito ay nangyayari, pero paano mo irereport at saan mo dadalhin?”

Livelihood Education

Another aspect identified by the respondents that need to be customized was livelihood. A respondent from the FDD-DSWD identified the need “to get some skills employable or entrepreneurial skills” based on what they have gleaned from the grassroots.

Another member of FDD-DSWD said that a training is needed on the skills that will enable the attendees to be entrepreneurs or employees: “Training on their skills sana. Magkaroon sana yung mga sessions. Kasi nga, parang ang naaddress lang ng modules ay social adequacy, so for them to go up dun sa level namawala sila sa poverty, they need to get some employable or entrepreneurial skills.”

The FGD and KII respondents in Tarnate, Cavite and San Juan also stressed the need to gain skills on “paggugupit and manicure/pedicure” that would help them have decent and alternative sources of income.

Drug Abuse Awareness and Prevention

A key informant from Surigao suggested the inclusion of “Drug Awareness and Prevention” which is described as “trending” these days. The key informant stressed that it is a pressing issue in the barangay. It was stressed that topics on disaster have been so pervasive that they became repetitive. Further, he stressed, “So far hindi ko rin napansin yung priority topic ngayon na Drug Abuse prevention, so for me, importante pero hindi ko kinconduct kasi wala pang PNP na available, pero importante siya especially sa barangay na ‘to.”

Financial Management

The FGD respondents across the different sites stressed the need to be equipped with financial management skills. A respondent related that there is a need for her to learn budgeting, “Paano palalaguin ang puhunan na Php10,000 per person.”





Another source of data to address this objective is the Impact Assessment of Component 3. Findings from the quantitative analysis of Component 3 show that the FDS has little influence on husband-wife relationship, parent-child relationship, family values, and home and financial management (Table 40).

Table 40. Results of the principal component analysis from Component 3 (Impact Analysis of FDS).

Principal Component Generated	Results	Impact
Husband-wife relationship	Below 50%	Less than 5%
Parent-child relationship	Below 50%	Less than 5%
Child protection	Above 50%	21% influence
Family Values	Below 50%	Less than 5%
Home and financial management	Below 50%	Less than 5%
Relevance of FDS to households	Above 50%	15% influence
Health and Nutrition	Above 50%	18% influence
Active Citizenship	Above 50%	20% influence

The result of the impact assessment is worrisome as these four aspects are part and parcel of the objectives in conducting family development sessions.

The findings from the interviews and focus group discussions revealed two topics consistent with the quantitative findings: spirituality under the Family Values and financial management under the Home and Financial Management. Thus, these two topics need to be discussed deeply by including additional sessions as suggested in the Proposed Ladderized Program.

D. Proposed Ladderized Curriculum

The proposed ladderized curriculum (PLC) builds on the Gabay sa Pagpapaunlad ng Pamilyang Pilipino, which was used as the main curriculum for the FDS. All modules in the Gabay are thus included in the PLC.

Other modules evaluated during the desk review were also included as additional topics in the PLC when deemed needed. Others topics were listed as supplementary modules or references for the facilitator.

The proposed organization and structure of the PLC is anchored on Urie Bronfenbrenner's (1995) Ecological Systems Theory. This theory identifies five environmental systems with which an individual interacts, namely, microsystem, mesosystem, exosystem, and macrosystem.





Microsystem refers to “the institutions and groups that most immediately and directly impact the child’s development” such as the family, school, religious institutions, neighborhood, and peers. Mesosystem, on the other hand, refers to the “interconnections between the microsystems” such as interactions between the family and teachers, and relationship between the child’s peers and family. The exosystem “involves links between a social setting in which the individual does not have an active role and the individual’s immediate context”. The macrosystem describes the culture in which the individuals live.

Thus, the individual’s development starts from the self and progresses as one interacts with the immediate environment (family), and with the much broader systems including the community and society (Figure 1).

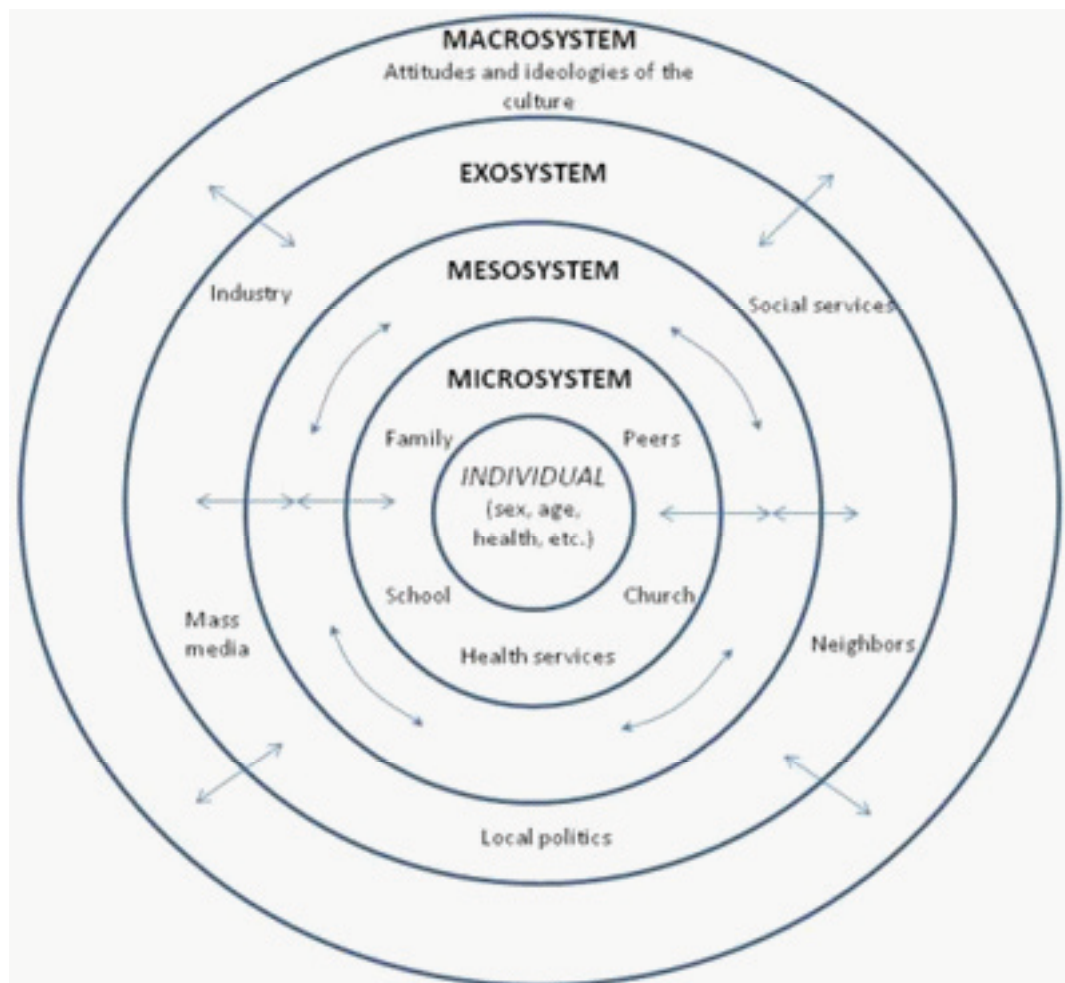


Figure 1. Urie Bronfenbrenner's Ecological Systems Theory
(https://en.wikipedia.org/wiki/Ecological_systems_theory)

Thus, the PLC is organized following this hierarchy of interaction between the individual and his/her micro and macro environments.





YEAR 1 (Months 1-12)

For the first year of implementation, the foundation topics should be prioritized. These include:

1. The General Perspective of the Pantawid Pamilyang Pilipino Program
2. Guiding Principles of the Program
3. One's Self as a Person, as a Parent and as a Beneficiary of the Program

These topics essentially are covered by Topics 1-3 of Module 1 of the Gabay. Given a maximum of two hours per session per month, the required topics will be covered in 7-8 months in Year 1. The other 4-5 months can be devoted to intervening activities.

It was gathered from the ML/CL during the field visit that there were times the scheduled topic has to be rescheduled. The program participants had to join school or community activities such as Brigada Eskwela, community clean up, etc.

There are three sessions under Topic 1 which introduce the beneficiaries to the reality of poverty in the family and community. The participants should be able to understand poverty that the Program tries to address. The other two topics provide the basic information about the 4Ps and the partners involved in program implementation. These pieces of information should be well understood by the beneficiaries in order to elicit maximum participation.

Topic 2 discusses the guiding principles of the 4Ps, which include protecting the rights of children, promoting gender equality and equity, as well as recognizing and respecting of indigenous peoples/communities. These preparatory topics are good inputs in the discussion of the succeeding topics in Module 2.

Topic 3 aims to prepare the beneficiary by looking at one's self and his/her relation with the family and with the Program. These are important for the beneficiaries to better appreciate their role as parents in the family and in the 4Ps Program.

YEAR 2 (Months 13-24)

Module 2 (Preparing and Nurturing the Filipino Family) will be conducted in Year 2. Module 2 focuses on the family, which is the smallest social unit where the individual interacts. The three sub-modules, Preparing for Family Life, Responsible Parenthood and Family Planning, and Protecting the Child from Abuse, Violence and Exploitation tackle the very important relationships that make up a family: husband-wife and child-parent relationships. The 4Ps beneficiaries must understand these relationships very well in order for them to benefit maximally from the Program.

Sub-module 2.1 emphasizes that husband and wife should treat each other equally and that there must be a positive parent-child relationship. Sub-module 2.2, on the other hand, discusses the need for parents to become responsible by focusing on starting and building a family, safe motherhood, infant and child care and early childhood care and development.



YEAR 3 (Months 25-36)

Sub-module 2.3 discusses the protection of children from abuse, violence and exploitation. Topics discussed under these are prevention of child abuse, violence, and exploitation (Topic 1) and laws protecting the child from abuse, violence and exploitation (Topic 2).

Supplementary materials that can be used are Sessions 1-3 of Module 5 of the Manual on Effective Parenting, and Sessions 1-2 of the Youth Development Session on Child Abuse Prevention for Children and Youth.

The team believes that nurturing the family should also focus on the adolescents. In the interview with the CLs in Iloilo, a CL said that there is a need for youth development sessions. “There are bad habits that need to be broken. In addition, the youth should understand the importance of education and give importance to it.”

However, the CL believes that the parents should also know about the topics to be discussed. The CL said, “Youth will be the focus [of these sessions], but the parents should also know what is being taught in these sessions, so that their learnings would complement each other.” According to the CL, the beneficiaries also support the idea, because they see the need for such sessions for their children.

Hence, Component 1 has decided to incorporate sessions on parenting the adolescents into the proposed ladderized program. Parenting the Adolescents would be sub-module 2.4 of Module 2: Preparing and Nurturing the Filipino Family.

Sub-Module 2.4: Parenting the Adolescents contains the five topics, namely: (1) Me and My Adolescent; (2) Befriending my Adolescent; (3) When Adolescents are in Danger; and (4) Joining Hands to Protect the Adolescents.

YEAR 4 (Months 37-48)

Another sub-module that was added is the Positive Approaches to Child Discipline. This topic is important in helping the parents develop in their children the desired values. The topics discussed under this sub-module are: (1) legal bases; (2) positive approach to child discipline framework; (3) positive approach to child discipline and the home; (4) positive approach to child discipline and the school; and (5) positive approach to child discipline and the community. The Parenting the Adolescent Manual: A Training Guide will be the main material for this sub-module.

YEAR 5 (Months 49-60)

Another sub-module (2.6) to be covered is Promoting the Welfare of the Filipino Family. The topics are home management as well as strengthening and ensuring order in the home.





Module 3 (Participation of the Filipino Family in Community Development) of the Gabay will be tackled in the fifth year. The topics to be covered are The Community and I, Maintenance and Improvement of the Community, and Towards a Safe and Prepared Community in Times of Disaster.

During the KI with the CLs and MLs and the FGDs with the FDS participants, some topics were identified. The Municipal Link (ML) in Kiamba commented that sessions on drug addiction prevention could be prioritized. The ML said: “Drug related topics should be discussed further. In Gabay, only a brief discussion was made regarding this topic.”

Drug use is considered one of the pressing problems in the country. In 2008, a survey conducted by the Dangerous Drugs Board (DDB) estimated 1.7 million drug users nationwide.

In 2012, the DDB in cooperation with the Philippine Normal University came up with a separate study that put the figure at 1.3 million drug users (Rappler, 2016). As of 2015, there are 5,402 admissions in 31 residential facilities nationwide (DDB, 2015). Of this number, 4,325 are new admissions, and 1,077 are relapsed or re-admitted cases from either the same or different facilities.

The ML in Kiamba also suggested to human trafficking [prevention] in the FDS sessions. The ML shared, “Topic on human trafficking would also be helpful because there are many cases of human trafficking in Kiamba.”

According to CNN Philippines (2016), “the Philippines has been a notorious source of men, women, and children subjected to sex trafficking and forced labor in different parts of the world.” The 2016 Trafficking in Persons Report (TIPR) of the US Department of State noted that an estimated 10 million Filipinos work abroad. A significant number of these overseas workers are subjected to sex trafficking and forced labor. Sex trafficking and forced labor of men, women, and children also remained a significant problem in the country (US Department of State, 2016).

The US Department of State (2016) reported that women and children from indigenous families and remote areas in the Philippines are considered most vulnerable to sex trafficking. Moreover, some of them are vulnerable to domestic servitude and other forms of labor. In addition, the US Department of State (2016) added, “Many people from impoverished families and conflict-areas in Mindanao, undocumented returnees, and internally displaced persons in typhoon-stricken communities are subjected to domestic servitude, forced begging, forced labor in small factories, and sex trafficking in Metro Manila, Metro Cebu, Central and Northern Luzon, and urbanized areas in Mindanao.”

Meanwhile, an FGD participant in Surigao suggested including “terrorism” among the topics to be discussed in the FDS. TIME (2016), through its writer Per Liljas, reported that several Moro outfits in Mindanao have pledged allegiance to terrorist group Islamic State of Iraq and Greater Syria (ISIS) and carried out attacks in its name.

To prepare 4Ps beneficiaries for possible terrorist attacks, a module on responding to terrorist



attacks could thus be developed. The module could be incorporated into the FDS whenever applicable.

Modules on drug addiction, human trafficking, and acts of terrorism can be developed. These can be used in areas wherever these are recognized social problems.

Recognizing the importance of Community Organizing, it is being added as Module 4 in the PCL. The topics to be discussed include the community organizing process and organizational development. The module for these topics will have to be developed.

Module 5 (Livelihood and Entrepreneurship) is being added as the last module. The FGD participants in Laoag recommended the inclusion of topics on livelihood and entrepreneurship in the FDS sessions. It was noted that FDS participants need additional sources of income.

Similarly, FGD participants in Kiamba also want to learn about other livelihood opportunities and income-generating activities. An FGD participant in Ternate said, “We hope there would be livelihood enrichment, and we suggest that this will be done by group.”

This was supported by an FGD participant in Zamboanguita who said, “[We want to find ways to earn] additional income, so we could help our husbands earn money for our expenses.” Another FGD participant in Zamboanguita even suggested that they be taught how to make wallets from trash. FGD participants in San Juan also said that they want to learn about livelihood. A module devoted to teaching participants alternative ways to earn income should therefore be developed.

Time allotment. Each session in the proposed ladderized program will be conducted within a maximum of 2 hours. In the FGD, the FDS participant said that the time allotted for the sessions is usually enough. In Laoag, for instance, all FGD participants said that the time was enough for each session.

One participant said: “About two hours is enough. If more than that, it will no longer be okay, because we still have other work to do.” It should be noted that FDS participants are housewives who have other responsibilities or are employees who need to report for work.

However, the same participant added: “But if time is lessened, it will not be enough to cover the lessons.” Thus, topics with more than two hours allotment are suggested to be shortened to two hours only.

The PLC with the topics and the time allotment are reflected in Table 41.





Table 41. Matrix of the Proposed Ladderized FDS Curriculum.


MODULE/TOPIC/SESSION TITLE	TIMEFRAME	SUPPLEMENTARY MODULES/ MATERIALS
YEAR 1(Months 1-12)		
Module 1: Laying the Foundation of the Pantawid Pamilyang Pilipino Program		
Topic 1: Overview of the Pantawid Pamilyang Pilipino Program		
Session 1: The Face of Poverty in the Family and in the Community	Month 1, 1.5 hrs	
Session 2: Basic Information on Pantawid Pamilya	Month 2, 2 hrs	
Session 3: Implementing Partners and Their Responsibilities		
Topic 2: Guiding Principles of the Pantawid Pamilyang Pilipino Program		
Session 1: Protecting the Rights of the Child	Month 3, 1 hr (Note: can be discussed deeper by using the suggested supplementary material)	Module 5. Keeping your Child Safe from Abuse, Session 1. Child Rights and Responsibilities
Session 2: Promoting Gender Equality and Equity	Month 4, 2 hrs	
Session 3: Recognition and Respect of Indigenous Cultural Communities/ Indigenous Peoples (ICCs/IPs)	Month 5, 2 hrs	
Topic 3: Recognition of Self as a Person, as a Family Member, and as a Partner Beneficiary of Pantawid Pamilya		
Session 1: Who Am I?	Month 6, 2 hrs	





Session 2: The Filipino Family and I	Month 7, 2.5 hrs (can be combined but shortened to 2 hrs)	Module 2: The Filipino Family (Understanding the Dynamics of the Filipino Family) from the Manual on Effective Parenting
Session 3: Pantawid Pamilya and I		
YEAR 2 (Months 13-24)		
Module 2: Preparing and Nurturing the Filipino Family		
Sub-Module 2.1: Preparing for Family Life		
Topic 1: Equal Treatment Between Husband and Wife		
Session 1: Unique Qualities of Husband and Wife	Month 13, 2.5 hrs (can be combined but shortened to 2 hrs)	Session 4 (Strengthening Husband-Wife Relationship through a Gender-Sensitive Partnership) of Module 3 (Challenges of Parenting) from Manual of Effective Parenting
Session 2: Strengthening of Husband-Wife Relationship		
Topic 2: Positive Parent-Child Relationship	Month 14, 1 hr (discussion can be deepened using the suggested material)	Session 5 (Strengthening Parent-Child Relationship) of Module 3 (Challenges of Parenting) from Manual of Effective Parenting
Sub-Module 2.2: Responsible Parenthood and Family Planning		
Topic 1: Starting and Building a Family		
Session 1: Importance of Family Planning	Month 15, 1 hr (discussion can be deepened using the suggested material)	Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session One: Child Spacing






Session 2: Shared Responsibilities Between Husband and Wife in Family Planning	Month 16, 2 hrs	
Session 3: Family Planning Methods	Month 17, 2 hrs	
Session 4: Becoming Parents and Being Responsible Parents	Month 18, 2 hrs	Sessions 1, 2, and 3 of Module 3 (Challenges of Parenting) from Manual of Effective Parenting
Topic 2: Safe Motherhood: Prenatal Care		
Session 1: Signs of Pregnancy (30 minutes)	Month 19, 1hr (discussion can be deepened by using the suggested material)	Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 10: Nutrition in Pregnancy, Lactation, Infancy, and Pre-school Age
Session 2: Myths and Facts About Pregnancy (30 minutes)		
Session 3: Caring for Mother and Child (1.5 hrs)	Month 20, 2 hrs	
Session 4: Postnatal Care (30 minutes)		Module 7 (Health and Nutrition) from Manual on Effective Parenting- Session 3: Care of the Mother After Delivery (Postpartum Care)
Topic 3: Infant and Child Care		
Session 1: Proper Care of the Newborn	Month 21, 2 hrs	Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 4: Care of the Newborn





Session 2: Breastfeeding (30 minutes)	Month 22, 1.5 hrs	
Session 3: Feeding of the Child from Six Months (30 minutes)		Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 9: Basic Nutrition
Session 4: Caring for the Sick Infant or Young Child (30 minutes)		Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 5: Care of Common Childhood Illnesses and Use of Herbal Medicines
Topic 4: Early Childhood Care and Development		
Session 1: Early Childhood Screening Tool (30 minutes)	Month 23, 1.5 hrs	Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 8: Prevention and Early Detection of Childhood Disabilities
Session 2: Proper Care and Development of a Child (1 hr)		*Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session 11: Growth Monitoring
Session 3: Activities for Child Development (50 minutes)	Month 24, 1.35 hrs	Module 4 (Child Development) from Manual of Effective Parenting - Session 1: Child Development - Session 3: Tools/ Materials to Stimulate the Development of Children - Session 4: Supporting Children's Development through Everyday Activities






Session 4: Caring for and Nurturing a Child with Disability (45 minutes)		Gabay sa Pagpapaunlad ng Pamilyang Pilipino: Modyul ukol sa Kapansanan, Sessions 1 – 6
		Session 1: Pagkilala at Pagtanggap sa may Kapansanan
		Session 2: Ang Batang “At- Risk”
		Session 3: Mga Gawaing Makakatulong sa Pag- unlad ng Batang Hiram sa Pandinig at Pakikipag-usap
		Session 4: Mga Gawaing Makakatulong sa Pag- unlad ng Batang Hiram sa Pagkilos at Pangangalaga sa Sarili
		Session 5: Mga Gawaing Makakatulong sa Pag- unlad ng Batang Hiram sa Pagpokus at Pag-alala
		Session 6: Mga Gawaing Makakatulong sa Pag- unlad ng Batang Hiram Makakita
YEAR 3 (Months 25-36)		
Sub-Module 2.3: Protecting the Child from Abuse, Violence, and Exploitation		
		Module 5: Keeping Your Child Safe from Abuse from Manual on Effective Parenting





Topic 1: Prevention of Child Abuse, Violence, and Exploitation (1 hr)	Month 25, 2 hrs	Session 1 (Introduction to Child Sexual Abuse Flow Chart (Referral System); Session 2 (The Offenders), and Session 3 (The Victim) of the Family Development Session on Child Sexual Abuse Prevention for Parents
		Session 1 (A Child, His/her Rights and Responsibilities) and Session 2 (Child Sexual Abuse Prevention) of the Youth Development Session on Child Abuse Prevention for Children and Youth
Topic 2: Laws Protecting the Child from Abuse, Violence, and Exploitation (1 hr)		
Sub-Module 2.4:		
Parenting the Adolescents		Module 3 (Me and My Adolescent) from Parenting the Adolescent Manual: A Training Guide
Topic 1: Me and My Adolescent		
Session 1: When Children Experience Changes	Month 26, 2.5 hrs (Should be shortened to 2 hrs)	
Session 2: Parental Reactions to their Adolescents	Month 27, 2 hrs	
Session 3: Differences in Sexual Orientation Session		
Session 4: When the Adolescent Has Unique Concerns	Month 28, 2 hrs	





Topic 2: Befriending My Adolescent		Module 4 (Befriending My Adolescent) from Parenting the Adolescent Manual: A Training Guide
Session 1: Communicating with Adolescents	Month 29, 2.5 hrs (Should be shortened to 2 hrs)	
Session 2: Practical Ways to Care for Your Family	Month 30, 2.5 hrs (Should be shortened to 2 hrs)	
Session 3: Helping Adolescents Reach their Goals	Month 31, 3 hrs (Should be shortened to 2 hrs)	
Topic 3: When Adolescents are in Danger		Module 5 (When Adolescents are in Danger) from Parenting the Adolescent Manual: A Training Guide
Session 1: When Adolescents Indulge in Casual Sex	Month 32, 2 hrs	
Session 2: Other Forms of Adolescent Adventures	Month 33, 3 hrs (Should be shortened to 2 hrs)	
Session 3: When Adolescents are Exploited	Month 34, 3 hrs (Should be shortened to 2 hrs)	
Topic 4: Joining Hands to Protect the Adolescents		Module 6 (Joining Hands to Protect the Adolescents) from Parenting the Adolescent Manual: A Training Guide
Session 1: How to Feel Safe	Month 35, 2 hrs	
Session 2: Locking Elbows to Protect the Adolescents		
YEAR 4 (Months 37-48)		





Sub-Module 2.5: Positive Approaches to Child Discipline		Strengthening Filipino Responses in the Home, School, and Community (A Trainer's Manual on Positive Approaches to Child Discipline)
Topic 1: Legal Bases on Positive Approach to Child Discipline Promotion and Education		Module 1
Session 1: National and Local Situation of Children	Month 37, 2 hrs	
Session 2: The Philippine Legal System and Specific Laws on Children	Month 38, 3.5 hrs (Should be shortened to 2 hrs)	
Session 3: Exhaustion of Remedies	Month 39, 1 hr	
Session 4: Exploring and Understanding Human and Child Rights	Month 40, 2 hrs	
Topic 2: Positive Approach to Child Discipline Framework		Module 2
Session 1: Understanding the Needs and Development and Children (30 minutes)	Month 41, 2.5 hrs (Should be shortened to 2 hrs)	
Session 2: Understanding Why Children Behave as They Do (30 minutes)		
Session 3: Discipline Versus Punishment (1 hr)		
Session 4: Positive Approach to Child Discipline (30 minutes)		
Topic 3: Positive Approach to Child Discipline and the Home		Module 3






Session 1: Understanding Preschoolers (0-6 years old)	Month 42, 2 hrs	
Session 2: Dealing Positively with Active Sons and Daughters (7-12 years old)	Month 43, 2 hrs	
Topic 4: Positive Approach to Child Discipline and the School		
Session 1: Managing Behavior of Children ages 4-6 years old in the Learning Centers	Month 44, 2 hrs	
Session 2: Managing Behavior of Children ages 7-12 years old (1 hr)	Month 45, 3 hrs (Should be shortened to 2 hrs)	
Session 3: Managing Behavior of Students ages from 12 to under 18 years old (2 hrs)		
YEAR 5 (Months 47-60)		
Sub-Module 2.6: Promoting the Welfare of the Filipino Family		
Topic 1: Home Management		
Session 1: Effective Time Management (1 hr and 25 minutes)	Month 47, 2 hrs Session 1 (Time Management) and Session 2 (Financial Management) from Manual of Effective Parenting	
Session 2: Proper Financial Management (30 minutes)		
Session 3: The Importance of Savings (30 minutes)	Month 48, 2 hrs	





Session 4: Preparing Nutritious Food for Proper Nutrition (1.5 hrs)		
Topic 2: Strengthening and Ensuring Order in the Home		
Session 1: Avoiding Violence in the Home (1.5 hrs)	Month 49, 1.5 hrs	
Session 2: Avoiding Vices and Other Threats to Family Peace (1.5 hrs)	Month 50, 1.5 hrs	Module 6: Building Children's Positive Behavior from Manual on Effective Parenting - Session 4: Responding to Risk-taking Behaviors of Adolescents
Session 3: Stress Management	Month 51, 2 hrs	Session 3 (Basic Stress Management Techniques) from Manual of Effective Parenting
Session 4: Enriching the Spiritual Life of the Family	Month 52, 1 hr	Session 6 (How to raise Children with High Spiritual Values) from Manual of Effective Parenting
Module 3: Participation of the Filipino Family in Community Development		
Topic 1: The Community and I		
Session 1: My Community and I (1 hr)	Month 53, 3 hrs (Should be shortened to 2 hrs)	Pagiging Mabuting Pilipino Session 1: Pagsusuri sa Kalagayan ng Aking Pamayanan
Session 2: My Dream Community (1 hr)		Pagiging Mabuting Pilipino
Session 2: Ang Pangarap Kong Pamayanan		
Session 3: Collective Action Towards Community Development (1 hr)		Pagiging Mabuting Pilipino





Session 3: Pag-oorganisa ng Pamayanan at Sama-samang Pagkilos		
Session 4: Ang Panlipunang Kasunduan		
Session 5: Karapatan at Tungkulin ng Mamamayan sa Pagtupad sa Panlipunang Kasunduan		
Topic 2: Maintenance and Improvement of the Community		
Session 1: Backyard Bio-Intensive Gardening (BIG) (1hr)	Month 54, 2 hrs	
Session 2: Indigenous Knowledge System and Practices (IKSP) on Farming (1 hr)		
Session 3: Keeping the Surroundings Clean and Orderly (Sanitation and Hygiene)	Month 55, 1.5 hrs	Session 2 (Home-Based Waste Management) from Manual of Effective Parenting; Module 7 (Health and Nutrition) from Manual on Effective Parenting - Session Seven: Dental Care
Topic 4: Towards a Safe and Prepared Community in Times of Disaster		
Session 1: Disaster: What Can I Do? (1.5 hrs)	Month 56, 3 hrs (Should be shortened to 2 hrs)	Family and Community Based Disaster Preparedness Manual -Module III: Overview of Hazards and Understanding Disaster Management
Session 2: Community Preparedness (1 hr)		
Session 3: How Families Can Prepare (45 minutes)		





Module 4. Community Organizing Modules to be developed		
Topic 1: The Community Organizing Process	Month 57, 2 hrs	
Topic 2: Organizational Development Module 5: Livelihood and Entrepreneurship	Month 58, 2 hrs	Modules to be developed
Topic 1: Identification of Possible Livelihood Opportunities	Month 59, 2 hrs	
Topic 2: How to become an Entrepreneur	Month 60, 2 hrs	





SUMMARY AND CONCLUSIONS

The assessment of the FDS modules was done by undertaking a desk review of 11 modules following a set of criteria, namely, content (30%), structure (10%), visual design (10%), relevance and practicability (15%), coherence (10%), understandability (10%) and ease of use/delivery (15%). Each of these criteria has corresponding indicators. The desk assessment was supplemented by KIIs of FDS facilitators in the identified cities and municipalities.

Based on the assessment, ECCD Manual got the highest rating score while the FCBDP Manual got the lowest rating. In general, the modules were rated Fair (FCBDP) to Very satisfactory (Gabay, PAM, Module on Disabilities, PACD, WASH). On the other hand, MEP, ACM, CSAP-P, CSAP-CY got Satisfactory ratings. Only ECCD got an excellent rating.

Areas that need improvement include the use of appropriate objective verbs following Bloom's Taxonomy of Learning Objectives. According to Bloom, learning objectives should start from simple to complex. Visual designs should likewise be enhanced since most of the modules did not have visuals. Most of the modules did not include examples and case stories to facilitate learning.

As noted, FCBDP module got the lowest rating. The indicators that got low ratings are ease of use and delivery, understandability and visual design. Since this is a technical topic, the manual should provide enough guides for facilitators and references for additional reading. The technical terms should be simplified for a clearer understanding.

Another area of improvement is the use of in-text citation particularly for technical topics. Majority of the modules did not observe proper citation of resource materials.

In addition, inconsistency of the modules in terms of their layout was also noted. It would be better to have one format and one layout for all the modules used in Family Development Sessions.

Table 42. Modules' average ratings based on the criteria.

MODULE TITLE	AVERAGE RATING (%)	ADJECTIVAL RATING
Early Childhood Care and Development (ECCD)	94.09	Excellent
Parenting the Adolescent Manual: A Training Guide (PAM)	87.82	Very Satisfactory
Modyul Ukol sa Kapansanan (Module on Disabilities)	87.42	Very Satisfactory





Strengthening Filipino Responses in the Home, School, and Community: A Trainer's Manual on Positive Approaches to Child Discipline (PACD)	86.33	Very Satisfactory
eFDS on Proper Sanitation (WASH): Modular Session Guides for City/Municipal Links and Parent Leaders	82.61	Very Satisfactory
Gabay sa Pagpapaunlad ng Pamilyang Pilipino (Gabay)	81.84	Very Satisfactory
Manual on Effective Parenting (MEP)	80.04	Satisfactory
Active Citizenship Module (ACM)	74.38	Satisfactory
Child Sexual Abuse Prevention for Parents (CSAP-P)	72.42	Satisfactory
Child Sexual Abuse Prevention for Children and Youth (CSAP-CY)	71.00	Satisfactory
Family and Community Based Disaster Preparedness Manual (FCBDP)	65.92	Fair

With regard to Objective 2 of Component 1, the ratings of the modules reviewed for their relevance to the FDS program goals and objectives ranged from Poor to Excellent.





Table 43. Modules' ratings based on their contribution and relevance to FDS Goals and Objectives.

MODULE TITLE	NUMERICAL RATING (%)	ADJECTIVAL RATING
Modyul Ukol sa Kapansanan (Module on Disabilities)	98.19	Excellent
Appreciating Early Childhood Care and Enrichment or Early Childhood Care and Development (ECCD)	96.11	Excellent
Active Citizenship Module (ACM)	82.22	Very Satisfactory
Manual on Effective Parenting (MEP)	81.01	Very Satisfactory
Guide to Filipino Family Development (GABAY)	74.51	Satisfactory
Family and Community Based Disaster Manual: First Edition (FCBDP)	74.28	Satisfactory
Parenting the Adolescent Manual: A Training Guide (PAM)	74.23	Satisfactory
Strengthening Filipino Responses in the Home, School, and Community: A Training to Positive Approaches to Child Discipline (PACD)	69.12	Fair
Child Sexual Abuse Prevention for Children and Youth (CSAP-CY)	58.33	Poor
Child Sexual Abuse Prevention for Parent (CSAP-P)	53.16	Poor
eFDS on Proper Sanitation Behaviors (WASH): Modular Session Guides for City/ Municipal Links and Parent Leaders	36.11	Poor





Of the 11 modules, two were rated excellent: (1) Appreciating Early Childhood Care and Enrichment or Early Childhood Care and Development; and (2) Manual on Disabilities. Effective Parenting and Active Citizenship Module were rated very satisfactory. The Guide to Filipino Family Development, Parenting the Adolescent Manual: A Training Guide, and Family and Community Based Disaster Manual all received satisfactory ratings. Strengthening Filipino Responses in the Home, School, and Community: A Training to Positive Approaches to Child Discipline got a Fair rating.

On the other hand, three modules were rated Poorly: (1) eFDS on Proper Sanitation Behaviors or WASH Module; (2) Child Sexual Abuse Prevention Module for Parents; and (3) Child Sexual Abuse Prevention for Children and Youth. The poor ratings do not imply that these modules will be discontinued since all the identified modules complement each other. These modules contribute to the overall program FDS program goals and objectives.

To respond to the special needs of the program participants, additional topics are recommended for inclusion in the FDS. Module 4 on Community Organizing and Module 5 on Livelihood are included in the PCL. However, the manuals for these have yet to be developed.

The other identified topics include responses to acts of terrorism, drug awareness and prevention, livelihood education, human trafficking, spirituality, child protection, and financial management. The first four topics will be treated as special modules and will be implemented in areas where these problems are present. The rest which are already covered in the modules are recommended to be strengthened.

The PLC is patterned on an individual's system of interaction with the environment surrounding him/her, which includes the immediate family and the community. The PCL is designed to be implemented in 5 years and each monthly session is good for a maximum of two hours.





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**University of the Philippines Los Baños
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**Project 1
ASSESSMENT OF FAMILY DEVELOPMENT SESSION MODULES OF THE PANTAWID
PAMILYANG PILIPINO PROGRAM**

Appendix A. Guide Questions

KEY INFORMANT INTERVIEW OF FDD HEAD

Project Objectives

1. Assess content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery of the FDS modules;
2. Design options to customize the FDS modules in response to the needs of the beneficiary groups;
3. Assess the relevance of the FDS module objectives and topics with the FDS programs goals and objectives; and
4. Recommend a framework for a progressive or ladderized FDS curricular program to address the beneficiaries' needs in terms of their knowledge, skills and values.

Before the interview

Proper introduction will be made and the project purpose will be explained. Permission will be sought to use a recorder to document the interview.

During the interview

A prepared set of guide questions will be asked. For deepening of the discussion, probing questions will be asked. The following questions are to be asked:

are currently used in the FDS of the PPP?

are currently used in the FDS of the PPP?

1. How were the topics identified? Who identified the topics of the modules?





2. Was an assessment of the beneficiaries' needs conducted?
3. If yes, how was the needs assessment conducted? Who conducted the needs assessment?
4. How many and who were interviewed for the needs assessment?
5. Who prepared and designed the modules?
6. Do you think the modules helped beneficiaries gain the expected knowledge on the following:
 - a. Health and Nutrition
 - b. Family Values
 - c. Marital Relationships
 - d. Education and Psycho-social Needs of Children
 - e. Community Empowerment
 - f. Others (specify)
7. If Yes, what are these knowledge?
8. Do you think the modules helped beneficiaries gain the expected skills on the following:
 - a. Health and Nutrition
 - b. Family Values
 - c. Marital Relationships
 - d. Education and Psycho-social Needs of Children
 - e. Community Empowerment
 - f. Others (Specify)
9. If Yes, what are these skills?
10. Do you think there are topics that need to be discussed with beneficiaries, which are not included in FDS modules?
11. Based on your observation/evaluation, what are the strengths of the modules?
12. Based on your observation/evaluation, what are the weaknesses of the modules?
13. How do you think these weaknesses can be addressed?
14. Did the facilitators undergo any training on the use of the modules? If Yes, what are these training and who conducted the training?
15. Is there a specified sequence of the modules to be implemented?
16. Based on your opinion, do the modules contribute to the achievement of the FDS goals and objectives? Why?

After the interview

Express gratitude. Do not give false promise of return, but inform them that should there be a need to verify or to capture missing data, we might come back for validation.





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Appendix B. Guide Questions

FOCUS GROUP DISCUSSION WITH FDD STAFF

Project Objectives

1. Assess content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery of the FDS modules;
2. Design options to customize the FDS modules in response to the needs of the beneficiary groups;
3. Assess the relevance of the FDS module objectives and topics with the FDS programs goals and objectives; and
4. Recommend a framework for a progressive or ladderized FDS curricular program to address the beneficiaries' needs in terms of their knowledge, skills and values.

Before the interview

Proper introduction will be made and the project purpose will be explained. Permission will be sought to use a recorder to document the interview.

During the interview

5. A prepared set of guide questions will be asked. For deepening of the discussion, probing questions will be asked. The following questions are to be asked:
6. How many modules are currently used in the FDS of the PPP?
7. How were the topics identified? Who identified the topics of the modules?
8. Was an assessment of the beneficiaries' needs conducted?
9. If yes, how was the needs assessment conducted? Who conducted the needs assessment?
10. How many and who were interviewed for the needs assessment?





11. Who prepared and designed the modules?
12. What are the knowledge that the beneficiaries are expected to gain from attending the FDS using the modules on the following?
 - a. Health and Nutrition
 - b. Family Values
 - c. Marital Relationships
 - d. Education and Psycho-social Needs of Children
 - e. Community Empowerment
 - f. Others (specify)
13. Do you think the modules helped the beneficiaries gain the expected knowledge?
14. What are the skills that the beneficiaries are expected to gain from attending the FDS using the modules on the following?
 - a. Health and Nutrition
 - b. Family Values
 - c. Marital Relationships
 - d. Education and Psycho-social Needs of Children
 - e. Community Empowerment
 - f. Others (Specify)
15. Do you think the modules helped beneficiaries gain the expected skills on the following:
16. Do you think there are topics that need to be discussed with beneficiaries, which are not included in FDS modules?
17. Based on your observation/evaluation, what are the strengths of the modules?
18. Based on your observation/evaluation, what are the weaknesses of the modules?
19. How do you think these weaknesses can be addressed?
20. Did the facilitators undergo any training on the use of the modules? If Yes, what are these training and who conducted the training?
21. Is there a specified sequence of the modules to be implemented?
22. Based on your opinion, do the modules contribute to the achievement of the FDS goals and objectives? Why?

After the interview

The respondent will be thanked for sharing his/her time and information.





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Appendix C. Guide Questions

FOCUS GROUP DISCUSSION WITH FDS PARTICIPANTS

Project Objectives

1. Assess content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery of the FDS modules;
2. Design options to customize the FDS modules in response to the needs of the beneficiary groups;
3. Assess the relevance of the FDS module objectives and topics with the FDS programs goals and objectives; and
4. Recommend a framework for a progressive or ladderized FDS curricular program to address the beneficiaries' needs in terms of their knowledge, skills and values.

Before the interview

Proper introduction will be made and the project purpose will be explained. Permission will be sought to use a recorder to document the interview.

During the interview

A prepared set of guide questions will be asked. For deepening of the discussion, probing questions will be asked. The following are the questions to be asked:

Why do you attend the Family Development Sessions? How many times per month do you attend the FDS? What modules have you attended?

Do you find the topics of the FDS modules relevant to the beneficiaries? Why? What is the most relevant and what is the least relevant topic?

Was an assessment of the beneficiaries' needs conducted before designing the FDS modules?

1. If Yes, how many and who were interviewed for the needs assessment?
2. What knowledge have you gained so far from attending the FDS on the following?
 - a. Health and Nutrition
 - b. Family Values
 - c. Relationships and Psycho-social Needs of Children
 - d. Community Empowerment
 - e. Others (specify)





3. What skills have you gained from attending the FDS on the following?
 - a. Health and Nutrition
 - b. Family Values
 - c. Marital Relationships
 - d. Education and Psycho-social Needs of Children
 - e. Community Empowerment
 - f. Others (Specify)
4. Did your attendance in the FDS bring about any change in your behavior? Why?
5. If Yes, what are these behavioral changes?
6. Do you think there are topics that need to be discussed which are not included in FDS modules?
7. Do you have any difficulty in understanding the lessons in the FDS modules? Why?
8. Do you have any positive comment on the manner by which the FDS modules are used? If Yes, please enumerate these comments.
9. Do you have any negative comments on the manner by which the FDS modules are used? If Yes, please enumerate these comments.
10. Is the time allocated enough to finish the sessions?
11. How does the facilitator evaluate what you have learned in every session?

After the interview

The respondent will be thanked for sharing his/her time and information.





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Appendix D. Guide Questions

KEY INFORMANT INTERVIEW OF FDS Facilitator (City/Municipal Link)

Project Objectives

1. Assess content, structure, visual design, relevance and practicability, coherence, understandability, and ease of use/delivery of the FDS modules;
2. Design options to customize the FDS modules in response to the needs of the beneficiary groups;
3. Assess the relevance of the FDS module objectives and topics with the FDS programs goals and objectives; and
4. Recommend a framework for a progressive or ladderized FDS curricular program to address the beneficiaries' needs in terms of their knowledge, skills and values.

Before the interview

Proper introduction will be made and the project purpose will be explained. Permission will be sought to use a recorder to document the interview.

During the interview

A prepared set of guide questions will be asked. For deepening of the discussion, probing questions will be asked. The following are the questions to be asked:

Assessment of the Modules

1. In general, how do you assess the modules that you have used (poor, fair, satisfactory, very satisfactory, excellent) in terms of the following:
 - a. Content
 - b. Structure
 - c. Visual design
 - d. Relevance and practicability
 - e. Coherence
 - f. Understandability
 - g. Ease of Use/delivery

Please explain your answer.





2. Do you think the modules helped the beneficiaries gain the expected knowledge on the following:
 - h. Health and Nutrition
 - i. Family Values
 - j. Marital Relationships
 - k. Education and Psycho-social Needs of Children
 - l. Community Empowerment
 - m. Others, please specify
 - n. If Yes, what are these knowledge? How or in what ways?

If No, why not?

3. Do you think the modules helped beneficiaries gain the expected skills on the following:
 - o. Health and Nutrition
 - p. Family Values
 - q. Marital Relationships
 - r. Education and Psycho-social Needs of Children
 - s. Community Empowerment
4. If Yes, what are these skills? How or in what ways were the beneficiaries helped by the modules?

If No, why not?

5. Do you think there are topics that need to be discussed with beneficiaries which are not included in the FDS modules? If Yes, what are these topics?

Use and Application of the Modules

1. Did you encounter problems in using the modules? If Yes, what are the problems?
2. Did you use the module as is or did you make some modifications? Why?
3. If you made some modifications, what are these? Please specify the module(s).
4. What preparations do you do before the session?
5. Based on your observation/evaluation, what are the strengths of the modules? What are their weaknesses?
6. How do you think these weaknesses can be addressed?
7. How do you evaluate what the beneficiaries learn in every module?
8. From your experience, is the time allotted for each module enough to cover and discuss everything with the participants?
9. Based on your opinion, do the modules contribute to the achievement of the FDS goals and objectives? Why?
10. Based on your perception, is the sequencing of the modules appropriate considering the needs of the beneficiaries? Why?
11. Did you undergo any training on the use of the modules? If Yes, what are these training and who conducted the training?

After the interview

The respondent will be thanked for sharing his/her time and information.







Assessment of Family Development Session
of the Pantawid Pamilyang Pilipino Program (4Ps):
Assessment of FDS Modules
(Final Report)

2017